



the BC teacher

JULY/AUG. 1980



SUN LIFE ASSURANCE COMPANY OF CANADA is pleased to announce that the initial response to its Values in Education series has been more than gratifying. Hundreds of thousands of booklets have been distributed on request to all parts of Canada and the United States. These booklets, which are still available, deal with the advisability of remaining in school; existing scholarships and bursaries; technical and trade schools; school boards and their functions and sports tips for teenagers. Bulk shipments can be made to educators for distribution in schools.

Sun Life is now preparing a further series of booklets in its Values in Education series. 'How to Get More Fun out of School' is directed to the young teen-ager. It is hoped that 'The Value of a College Education' and 'Why Study the Humanities?' will encourage young men and women to attend university and help them in their search for their proper vocation. Two booklets have been prepared for adults — 'Adult Education Today' and 'Educating Yourself for Retirement.'

Sun Life hopes sincerely that these booklets, and others to be issued in the future, will act as a stimulant on the young people of our nation and at the same time prove helpful to parents and educators alike in the performance of their duties. Sun Life will be glad to consider any suggestions concerning topics for future booklets.

SUN LIFE ASSURANCE COMPANY OF CANADA

*Values in Education,
Room 218, Sun Life Building, Montreal*



The Easter Executive Meeting

AT the meeting immediately prior to the Annual General Meeting, the Executive deals with only those items which must be considered before the Convention. It also considers the Executive Report. After the Annual General Meeting, the Executive deals with regular matters of business and with those matters which have been referred to it from the Annual General Meeting.

A resolution which had been referred to the Teacher Education Committee from the December meeting outlined a plan for allowing persons who are presently teaching without teacher training to take training in three successive summer school sessions. The committee reported that it had considered the matter fully, but holds to the philosophy that a full year in a teacher education institution is a necessary requirement for certification.

The Executive reaffirmed its decision that provincial specialist associations should not schedule meetings in school time, except that the School Directors and Supervisors of Instruction and the Teacher-Consultants may be permitted to use one school day if they hold a two-day conference including a Saturday.

It was agreed that the Federation would make available resource people for seminars on conference techniques and would invite convention committees to make use of these people. This service will be tried out, on an experimental basis in two or three districts, in 1960.

Legal advice had been sought on the

status of special librarians in school districts. The advice received is that a library service providing books for classroom use is an "instructional service." Therefore a certificated teacher who supervises a library program of this nature is supervising an instructional service and, therefore, is a teacher within the definition of the Public Schools Act.

The problem of underqualified teachers in senior high schools was considered and it was resolved that the Federation would send to all B.C.T.F. members a statement to the effect that all underqualified teachers must expect to give up their positions to fully qualified teachers, where these are available.

The Teacher Education and Certification Committee was asked to look into the possibility of providing a certification category higher than PB which would be available to those teachers whose scholarship is not first class. There are PB teachers who are unable to work for higher certification because only teachers with first-class marks can qualify for PA certification and such marks must be denied to a majority or they will become meaningless.

There have been complaints that misinformation about qualification requirements has been supplied by the office of the Registrar. The Federation will contact the Registrar about these. It was also agreed that the Federation should request the Department of Education to clarify certification requirements. ★

The Forty-fourth Annual General Meeting

THE 44th Annual General Meeting of the British Columbia Teachers' Federation was held in the Hotel Vancouver from April 18 to 22. In seven sessions, the delegates considered committee reports and the

recommendations contained in them and resolutions dealing with Federation policy. Important items among those considered were the following:

The last clause of the policy on legal aid

was amended and the full policy now is as follows:

1. That we continue the practice of providing free legal advice in cases arising out of a teaching situation.

2. That no legal case initiated by a member be supported in the courts at Federation expense except through the authorization of the Executive or Consultative Committees.

3. (a) The member will automatically be entitled to free legal service in any case in which he is the defendant, provided that the General Secretary, in consultation with the President, considers that the case arises out of a teaching situation.

(b) Should the General Secretary and the President rule that the case does not arise out of a teaching situation the member shall have the right of appeal against their decision to the Executive or the Consultative Committees.

4. That a member, having taken a case to court, or having arranged to be defended in court by counsel of his own choosing and at his own expense, without prior consultation with the Federation, be permitted afterwards to submit to the Executive an application for reimbursement. Further, that any reimbursement granted be limited to the fees that would have been charged by the Federation solicitors had they been handling the case.

5. That where the Relations Commission recommends to the Executive, and the Executive concurs, that an appeal to the Board of Reference is unwarranted in any particular case investigated by it, the Federation not provide free legal aid to the member concerned.

6. Notwithstanding the provisions of Clauses 1-5, that the costs of a legal action in appeal be not paid by the Federation unless the appeal is entered or opposed at the request of the Executive or the Consultative Committees.

A series of recommendations for the guidance of principals and district superintendents in reporting on teachers were approved. These were as follows:

(1) A principal or district superintendent is of no help to a teacher if he does not throughout the school year frankly advise

the teacher of any faults or weaknesses observed.

(2) At the same time any principal or district superintendent finding fault with a teacher has an obligation to offer constructive suggestions and advice for improvement.

(3) If despite advice and support tendered the teacher fails to reach a satisfactory standard of performance, the principal as well as the district superintendent should inform the teacher that they have an obligation to submit to the school board an unfavorable report with a recommendation that the teacher's engagement be terminated or that he be given a second probationary appointment.

(4) It is considered proper that a principal or district superintendent might point out to the teacher that he has the option of resigning rather than wait for a dismissal notice, but the report on the teacher should be written and a copy of it given to the teacher before any such suggestion is made. This procedure would remove any suspicion of bribery or blackmail designed to bring about or force a teacher's resignation.

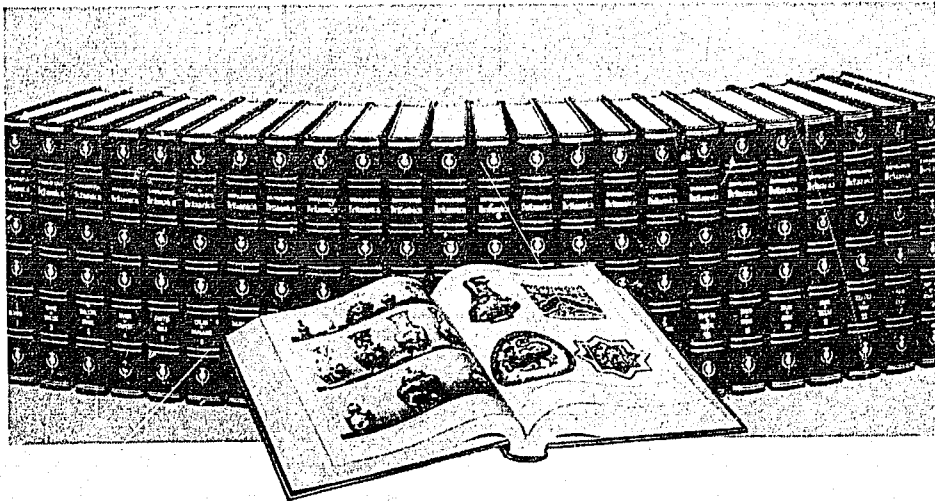
(5) Care should be taken that every item included in a report is factually correct. To ensure this, a teacher should be shown a draft of the report before it is filed so the teacher may have the opportunity of pointing out any errors of fact.

(6) While principals and district superintendents should discuss throughout the school year the work of a teacher and should consider jointly what steps, if any, should be taken to correct any weaknesses observed, the formal reports of each should be written quite independently.

(7) Professional honesty requires that a principal should never advise a district superintendent or school board that he does not wish to have a teacher retained on staff unless reasons for his stand as given to the district superintendent or school board are included in his formal written report on the teacher.

The delegates accepted a recommendation of the Executive to revise the basis of representation on the Federation Executive. The revision will mean that the represen-

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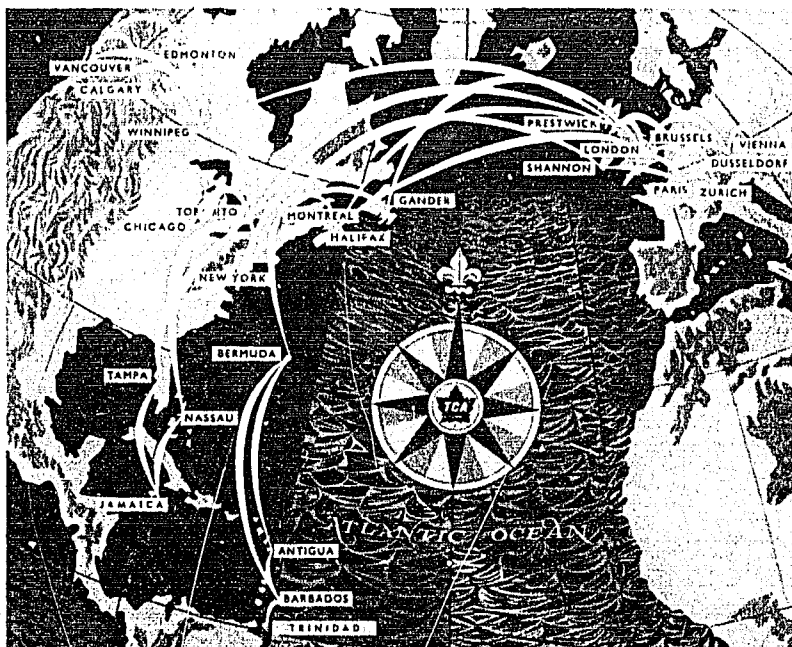
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in one respect—there, the breezes come fresh from the broad Atlantic! Hotel rates are lower than in the high season, and there is a wider choice of accommodation. There are bargains in inclusive tours. You can stay a week in Nassau, for example, for only \$64, including two meals a day. Ask for full details and colourful literature.



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This Issue

IN the May-June issue we report on the Annual General Meeting. Commencing on page 376 will be found excerpts from the address given by the Minister of Education. On page 380 there begins the text of the address at the Delegates' Luncheon, given this year by Dr. H. P. Moffatt, Deputy Minister of Education for Nova Scotia.

TWO articles this month deal with Physical Education. Ian B. Kelsey's article "A Thread of Consistency in Physical Education" commences on page 386. On page 395 Harcourt Roy describes the "Interval System" of training for running.

H. D. PRITCHARD, of Penticton, and a number of other B.C. principals attended a convention of principals in Portland earlier in the year. His report will be found on page 388.

GRAHAM CAMPBELL'S article in the January issue elicited a number of replies, some of which have recently been published. In this issue, Mrs. Ethel Dobell Miller applies some of Mr. Graham's thoughts to work in the elementary grades.

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Charlesworth Memorial Scholarship

Applications for the Charlesworth Memorial Scholarship are called for by the British Columbia Teachers' Federation.

Conditions of the Scholarship Are:

1. The award is an annual scholarship of \$200.
2. The scholarship is open to the son or daughter of any present, retired, or deceased member of the British Columbia Teachers' Federation.
3. The award is made upon the basis of demonstrated ability and with some consideration of need.
4. The scholarship is available to students proceeding to the College of Education, to any other faculty of the University, or to any other institution of higher education.
5. Applications should be made in writing to the General Secretary of the British Columbia Teachers' Federation, 1815 West 7th Avenue, Vancouver 9, B. C., on or before August 15, 1960.
6. Application forms are available from the Federation Office.

the Editor comments—

Who Are the Incompetents?

THERE are indications that some teachers have become concerned about all the talk about ridding the profession of incompetents that has been current this year. "Just who are these incompetents?" is the question that is being posed.

A definition was implied in a proposal of the Department of Education made a few years ago and accepted by a B.C.T.F. Annual General Meeting. It was along these lines: Any teacher who has had successively three or more reports from a District Superintendent rating that teacher as "unsatisfactory" or "poor" should be advised that if his work did not come up to a satisfactory standard in the following year, his certification would be cancelled for incompetency. The B.C.T.F. agreed to this procedure with the provision that any teacher who had been so warned would have the opportunity to consult with the Federation should he consider that his ratings were unfair or that there were extenuating circumstances that had not been taken into consideration. It is assumed of course that the teacher would have received from his principal and the superintendent all reasonable assistance in his efforts to improve.

It is surely obvious that only a very few teachers would be thus affected.

Experience of the Ontario Secondary School Teachers' Federation, which has been attempting to accept responsibility for deciding teacher competence as a professional obligation, also suggests that the number of teachers who can fairly be described as incompetent is small. In that province, out of approximately 12,000 secondary teachers, in only five cases last year, following a formal complaint and investigation, the "documents of approval" issued by that organization were with-

drawn. In about 30 other cases, the teachers concerned voluntarily removed themselves from the profession at the time of investigation.

It can perhaps be safely said that the teacher who is seriously inefficient knows that he is inefficient. The classroom situation tells him so. He may blame anything or anybody for his failure, rather than himself; but once his work has been complained of and he is forced to face the facts he will usually readily admit he has not been successful. Teaching is poison to anyone not suited to it. Removal from teaching comes as a relief from torture, once it comes.

There is no problem with the seriously inefficient; the only real problem is with the border-line case, the teacher who "gets by" but just barely so. This teacher, too, will recognize himself. The symptoms are plain: he keeps the class under reasonable control but he is fighting off trouble all the time; he is always on the defensive with the pupils, never relaxed; he finds no real enjoyment in his work; by 3:30 he is depressed—not just some days but every day. He remains in the profession, not because he takes any pleasure in his work or considers he has any genuine aptitude for it, but because it is the only kind of work he knows, and he cannot face up to the prospect of preparing himself for some other occupation.

The border-line competent, who is on the permanent staff of a school district, need not fear for his security of tenure. This teacher is likely to be diligent and conscientious and no employer will dismiss a person who is working hard and doing his best even though he may know that someone else would do the job much better. School trustees complain generally about

such teachers from time to time and attack tenure laws which, they say, make it impossible for them to dismiss the teacher; but they would not act even if there were no tenure laws. School boards have been known to "carry" for years non-teaching employees who had no tenure protection—just as every employer in business keeps on staff persons he may wish he had not employed in the first instance.

The border-line competent who is on probation can expect to be shown less consideration. School boards, in the very nature of things, will feel an obligation to any teacher they may have kept on staff for many years; but they will have little feeling of obligation to anyone in his probationary year. Psychologically, it is much easier to decide not to renew a probationary contract which is expiring anyway than it is to dismiss for cause.

Responsibility for Competency

It is becoming accepted that a teachers' organization should assume some responsibility for the competency of its members. This does not mean, however, that it is the function of the organization to seek out incompetents. This is fundamentally an employer responsibility. Granted that principals and district superintendents have the duty by virtue of their offices to report on teachers and to indicate incompetency if they consider that incompetency exists, the decision as to whether to dismiss or not to dismiss, nevertheless, is for school boards to make. The organization is entitled to assume, and to maintain, that every member is competent until the employer makes a specific complaint, giving names.

Action which any organization itself initiates in an attempt to ensure the competency of its members should emphasize the positive rather than the negative. In particular, the organization should ensure, as far as they are in its power to ensure:

- (1) that the teacher education program will prepare teachers adequately,
- (2) that every teacher, and the beginning teacher in particular, has a reasonable work load and is given help and encouragement on the job so he has a fair chance to succeed,
- (3) that there are in-service education op-

portunities through which the teacher can grow professionally.

It has even been suggested that a teachers' organization should employ its own staff of consultants to whom any teacher who felt he was not succeeding could turn for professional help in establishing his competency firmly. There are in large districts consultants who render this kind of service but many districts are too small to employ special staff.

Help Should be Offered

At least it would not be unreasonable for a teachers' organization to ask when a complaint was received alleging incompetency in a member, "What has been done to help this teacher succeed?" The aim should surely be to save teachers for teaching. After all, there is such a thing as human dignity. Administrators who condemn before or without offering help and encouragement are fulfilling only a part of their duty. It has long been accepted that one of the prime functions of management is to train and develop personnel.

Standards, as applied to the competency of any occupational group, can never be arbitrary. The norm as to what is or is not an acceptable level of competency will change as the composition of the group as a whole changes. In teaching, standards unquestionably are rising. The impact of the change will be felt first in particular by new teachers. The demand and the pressure for quality will be felt first by teachers in training. It will gradually become more difficult to pass a teacher training course. It will be felt next by probationary teachers. The incompetent or barely competent simply will not get a permanent appointment and after several years, he will find that his interim certificate will likely not be renewed. It is only at the beginning stages of a career, where it is still relatively easy for the individual to take up a different kind of work, that the weeding out process can be fairly applied.

The teaching profession must support the drive toward higher standards. Any occupational group which does not support high standards of both qualification and performance has no right to call itself a profession. In accepting the ideal of higher

standards, the profession has to accept the fact that inevitably it is putting pressure on the individual member and the individual member must accept that pressure. Teachers properly demand professional salary levels as a matter of right. They must, in turn, provide a professional level of performance as a matter of responsibility.

Any teacher who feels personally insecure about his competency should himself do something about it.

How do teachers become more effective in the classroom?

"Fortunately research has provided us with a relatively clear answer. In the first place, teachers should learn more about teaching and about the subjects which they teach. In the second place, most teachers would become more effective if they were more challenged by the job; if they were stimulated to put into practice their present

knowledge of good teaching."¹

Many people, if not most, work well below the level of which they are capable. With effort, the barely competent can stimulate himself to become unquestionably competent. This is the only way he will ever experience true security.

Lest this statement be misinterpreted, the writer hastens to point out in conclusion that it is not his intent either to challenge or support on this occasion the Report of the Special B.C.T.F. Committee on Membership. The problem of the incompetent is with us and will have to be dealt with whether or not any scheme is devised, as envisaged by the committee, whereby the profession itself will establish its own standards of qualification and competence as steps toward full professional recognition. ★

C. D. OVANS.

1. Dr. J. M. H. Andrews, University of Alberta; "The Role of the Principal."

Whidby Island—Our Cover Picture

BLAIR FULTON, whose painting is our cover picture this month, was born in Nanaimo and received his early education there, completing high school in Victoria, where he attended Victoria College and the Provincial Normal School also.

Mr. Fulton has been teaching for fourteen years, coming to Vancouver eight years ago after some time in Penticton, Trail and Creston. He is on the staff of Sir Winston Churchill Junior-Senior High School.

His art training was gained at the Victoria Summer School of Education and night school classes in Vancouver. He holds a secondary art certificate and a Bachelor of Education degree.

For the past three years, Mr. Fulton has been assistant director of the "Painting in the Parks" classes for children which are sponsored by the Federation of Canadian Artists. He also teaches at the Vancouver School Board's Saturday morning art classes

during the winter. Mr. Fulton has exhibited his own work at the University Gallery and the Maritime Museum in group shows. He is a past president of both the Vancouver and British Columbia Art Teachers' Associations.

Mr. Fulton says of his work: "I paint because I love painting and I haven't any set style because I like to explore many ways of expressing my ideas. Old buildings and tangled forest growth particularly fascinate me. When I paint buildings, the lines are well defined for me and the planes are fairly obvious but when I paint into a mass of trees I like to hunt for the design and intricacies of color that nature creates so well. I paint both in water colors and oils, but the results are very different. When I paint with water colors, I tend to be realistic but in oils I find I can go in search of ideas rather than things." ★

Once again the Honorable L. R. Peterson, Minister of Education, made a special address to the delegates attending the Annual General Meeting. We give below, for those who were not present, extracts from his speech.

From the Minister's Address

IT is again my privilege to meet with you in your annual convention and to bring you the greetings of the Government of your province and a review of the affairs of that Department of Government which is my particular responsibility. The privilege is one which I especially value in that it is my only personal contact with accredited delegates of teachers all over the province . . .

On Teacher Qualifications

Your Federation can take pride in the fact that in face of both a shortage of teachers and an expanding school population, the qualifications of our teaching force of this province have improved. Indeed, according to the last comparative report of the Dominion Bureau of Statistics, British Columbia was listed as having the highest proportion of teachers with university degrees, and the lowest proportion of teachers with temporary certificates. Going back to the year 1939-40, only 28.4% of teachers employed had university degrees. Last year, the percentage was 34.1% and the number was three times as great. It is my hope that the time will not be too distant when a teacher will consider his training incomplete if it has stopped short of degree status. For the first time for some years, we have seen the faintest glimmer of hope that teacher demand may be met by supply. It's still a faint glimmer, it is true, but it may develop soon into a gleam. The supply of secondary school teachers still did not

meet the number of new positions available, let alone taking up the existing slack, but it came closer to meeting it than it has for many years past.

It takes time to prepare teachers, especially for secondary school work where the need is now greatest. More than a year ago, a new official was added to the Department of Education as Co-ordinator of Teacher Recruitment in recognition of the importance of improving the supply of teachers and of co-ordinating the work in that regard of such other interested bodies as the B.C. School Trustees' Association and your own.

The major source of future teachers lies in the student bodies of our high schools. That is why the people of the province are grateful to those of you who have sponsored or otherwise aided Future Teachers Clubs in your schools. The total membership in such clubs now approximates 1,600, while clubs are found in at least three-fifths of our high schools. Through membership in the clubs, the initial interest of the student in teaching as a profession is fostered by those who are proficient in the art, and is fed with the opportunity to observe its practice. It is no wonder that this fledgling interest so often matures into a fixed purpose, providing another informed candidate for the College of Education.

Although as much of our teacher supply as possible is furnished from the ranks of our own young people, it is also necessary

to encourage ex-teachers to return to the profession and to recruit teachers from other countries within the Commonwealth. Both of these practices are being continued this year. . . .

On Scholarships

Ever since I assumed my present office, I have been concerned with the position of the teacher who essentially wishes to remain a classroom teacher and who has no particular ambition, or perhaps talent, for advancement in the administrative field. Now, it is not that such a teacher does not reap great personal satisfactions but that, too often, there is some tendency on the part of the outsider to think of him as "only

These scholarships are specifically designed as a reward for meritorious service and as a spur to advanced study. They will be offered only to those who have had considerable successful experience in teaching. They will be awarded by a selection board who will choose from among the applications submitted.

This is a tangible recognition of the gratitude we feel to all those who have served the youth of this province so faithfully and well. I hope that the annual awards will not only serve to guerdon and refresh those to whom they are given, but will act as a stimulus to those younger persons who will look forward to applying for

The Steering Committee is in action when resolutions are being handled. Here, from left to right, are M. Hamm, Chilliwack; P. C. Glover, Victoria; H. G. McAllister, Vancouver; B. G. Holt, Chairman, West Vancouver; P. C. Grant, Penticton, and D. Weicker, Prince George.



a classroom teacher," not quite the same breed as a department head, or a principal, or a supervisor. In reality, "classroom teacher" should be an accolade, a term of the highest respect, for administration exists only to make the work of the teacher possible and effective.

The Government therefore is proposing to offer annually up to three post-graduate scholarships of a maximum value of \$2,500 each to superior teachers of proven experience who would like to have the opportunity for advanced study. These will help provide for perhaps a year of such study, or perhaps several summers of study, at centers probably outside the province. The amount of the scholarship will depend, of course, upon the type and length of study proposed.

The purpose of these scholarships will not be to provide for the obtaining of teacher certification. We have already provided financial incentives for that purpose.

them when they too become eligible.

In addition to the scholarships, it is also proposed to present suitably designed certificates, which will carry special and personal citations, to three teachers of this province for outstanding service in the classroom. I anticipate that such qualities as general teaching excellence, and educational leadership that makes itself manifest through example, will constitute the chief criteria for the award. . . .

On Pupil-Teacher Ratio

The actual picture of pupil-teacher ratio within the province is this:

In senior high schools, the ratio of pupils to teachers has remained practically constant throughout the last five years, but is very much lower at 22.7 than twenty years ago when it was 25.9. If teachers cannot find enough time at present ratios to correct papers, it is not because classes are larger than a generation ago, whatever else the reason.

In junior high schools, the pupil-teacher ratio has dropped steadily. It is now 23.1, lower by one than five years ago and by five over twenty years ago.

In elementary schools, the picture is not nearly as bright, with the ratio at 31.0, higher by more than one over twenty years ago, but relatively the same as five years ago.

It should be remembered that schools, of course, have grown larger and that the one-room school is now relatively rare. The low ratio of two decades ago was caused largely by more than one-third of the elementary school teaching force teaching in rural districts with an average of 19 pupils to a class. Today, we have fewer one-room schools than any other province in Canada.

The over-all teacher-pupil ratio of twenty years ago was 28.5; of five years ago, 27.3; of last year, 26.9. This year, it is estimated at about 26.3. In face of both a shortage of teachers and an expanding school population, this has been no mean accomplishment, even if it has failed to fulfil the hopes of teachers and parents that more might by this time have been done . . .

On Education Finance

Last Monday, your President, together with other members of your executive and your Executive Assistant, Mr. Spragge, presented a brief to the Executive Council of this province entitled "A School Finance Plan for British Columbia." . . .

First of all, may I express my appreciation to the members of your Federation who contributed to the lengthy study that preceded the production of this brief on school finance. That you have given consideration to this important subject over many years is obvious from the logical arguments that have been submitted in support of your recommendations. I am afraid that your Executive Assistant may feel that my colleagues did not assist him at all in making his presentation. There were many questions, and your delegation may well have concluded that every Cabinet Minister had a critical interest in this subject of school finance — which is as it should be. Nevertheless, I feel that your Executive Assistant made a very able presentation of a most

difficult and controversial subject.

I do not propose to critically analyze your entire brief, nor am I going to give any blanket of approval of your recommendations. I do feel, however, that a word of caution should be expressed concerning your desire to simplify an educational finance formula. Simplicity is a laudable objective. An equitable and realistic finance formula in the simplest terms possible, and involving a minimum of factors for calculation, is the desired goal of all exponents of educational finance. However, the danger of over-simplification is that unfortunate inequities result when the formula is applied to the different school districts in the province . . .

It is difficult indeed to evolve an objective formula that takes into consideration all the peculiar circumstances of each school district, most of which have to be considered if we are to obtain equity in the distribution of Provincial Government assistance. True, there are many elements of operating costs which can be considered as parallel and constant in all school districts, but even here there are particular circumstances which can materially affect particular applications.

For example, two comparable school districts may be absolutely parallel on operational costs for administration, instruction, plant operation and maintenance, etc., but one may be heavily subsidized by tuition fees, whereas the other has no such source of revenue.

Then there are those operational costs which definitely are not comparable, or constant, in all school districts. For example, some districts have very substantial transportation costs, some operate dormitories, and so on.

These factors which are not constant have to be carefully considered in order to avoid a pattern of provincial grants which penalize some districts for no justifiable reason and, at the same time, subsidize other districts, also without justification.

Through the courtesy of your Federation, I have secured copies of your submission which, in turn, have been forwarded to senior officials in the Department of Finance and my Department for the careful



The Table Officers for the next year will be H. N. Palsson, Second Vice-President; K. M. Aitchison, First Vice-President; W. Janzen, President; and J. W. Stewart, Secretary-Treasurer.

study that such a well-prepared and documented presentation deserves.

I think that the possibility of establishing a basic education program in the simple units of "pupils, teacher, classrooms, or some other measure of the educational task" has merit in that units of this nature would provide the local taxpayer with a readily understood basis of comparison of costs in his school district with any other district. Also, the predetermination of grants for each school district is of two-fold benefit in that Boards of School Trustees could approach their budgetary labors, having a concise picture of revenue available to them, and municipal authorities would have, at a much earlier date than they do now, a finalized amount to be raised locally for education. This is not possible under the present formula because my Department must have the finalized budgets of school boards before the amount of their grants can be determined.

The suggestion that local contribution to the basic education program, or the "reduction factor" should be periodically determined by the Council of Public Instruction rather than rigidly governed by Statute would appear to have merit, but the ramifications of such recommendations require careful analysis and study.

I may say that I was particularly pleased to receive your presentation at a time when so many people are running around the country mouthing formulas that have no relationship to any particular philosophy of education. A formula that finds considerable support in some of the cities and municipalities in the province, as well as from

our political opponents, would have the Provincial Government pay the entire operating costs of education. It is quite a simple formula — indeed, it is the simplest formula that has ever been advanced. And, of course, the immediate reaction of the local taxpayer is one of enthusiastic approval — no more taxes on his home for school purposes. However, I venture to suggest that if he studies school finance, as the committee of your Federation obviously has done, he soon would come to a different conclusion. He would recognize, as your Federation has recognized, that school boards could not effectively continue to exist if the local district did not make some contribution to school costs.

Complete centralization of authority would inevitably result if the Provincial Government were to assume all of the operating costs of education. It is impossible for one level of government to provide all of the money to operate a school system without exercising control. A provincial government cannot give blank cheques to school boards or, for that matter, to any other organization. I discussed this question with a number of Ministers of Education from other parts of Canada at a recent educational conference. I have also questioned school trustees in this province, as well as the President of the Canadian School Trustees' Association. Without exception, they were most emphatic that the costs of education should be shared between the local authorities, represented by school boards, and the central authority, represented by the Provincial Government . . .

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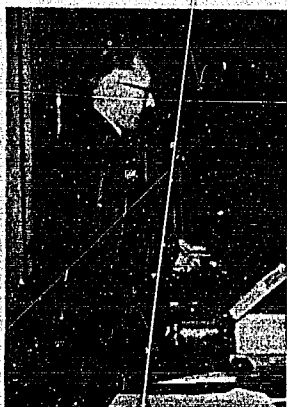
Education in Revolution

Dr. H. P. Moffatt, Deputy Minister of Education for Nova Scotia, presented the address at the Delegates' Luncheon. This is the text of his address.

TO set the stage and provide a theme for this talk, I should like to take a look at what is going on outside our own country. We who work at our desks or in the classroom often have the feeling that nothing is happening, that the progress is painfully slow, and that nobody appreciates our efforts to effect the changes about which we feel so deeply. The plain fact is that an educational revolution is going on, all over the world, and we are in the middle of it—both geographically and professionally. New and exciting developments are taking place in Europe, the home of the traditional class-structured education. In Great Britain a new report has just been issued on the education of children of ages 15 to 18 recommending far-reaching changes in the schools and in the programs for this age group. Recommendations have been made for extending the program of the secondary modern schools, for developing county colleges, and for revising the whole program of part-time education for students who

have left school early and who are working in industry. In other European countries, particularly in France and Italy, where the system of segregation between the so-called academic and non-academic students was extremely rigid, new schools are being introduced for the age group from 11 to 14 similar in philosophy and program to the North American junior high school. We have all heard about the tremendous changes in the educational system in the Soviet Union, and just within the last two years further changes have been made in their program. All students intending to go on to higher education must take the equivalent of one year in vocational subjects, in their high school program, and 80 percent of the places in higher institutions are reserved for students who have worked for two years in agriculture or industry after graduating from the secondary schools.

In the United States, as we all know, the whole system has been under intense review and criticism in the last four or five years. We have seen the unusual spectacle of a former president of one of the oldest and most exclusive universities in the world — Dr. Conant — coming to the defence of that typical American institution, the comprehensive high school. In Canada, the interest in education, brought into focus two years ago by the Canadian Conference on Education, has been followed up by the establishment of no less than three Royal Commissions on education in particular provinces. The report of the Alberta Commission contains some startling recommendations, particularly on the accreditation of superior high schools and on the



The newly-elected President, Wes Janzen, of Surrey, was snapped while he was giving his speech of acceptance.

Louise A. Compton, winner of the Charlesworth Memorial Award for 1959, received the award from K. M. Aitchison, while her mother, Mrs. H. F. Compton, a North Vancouver teacher, looked on.



establishment of community colleges.

I would like to look at these developments and see if any common pattern can be found — the simple basic idea that ties them all together. First of all, I would like to examine, and rule out, some of the controversies of recent years which do not strike at the real issue or touch it only in part. About ten years ago, we had the academic counter-revolution, set off almost simultaneously in Canada and the United States, in the books written by Dr. Neatby in Canada and Dr. Hutchins, Alder and others in the United States. These authors, and many others since, have condemned many of the newer activities and programs in the public schools and called for a return to academic discipline and the training of the mind. Coming under fire particularly were the life adjustment courses, physical education, including sports and games, and practical courses in industrial arts and home economics offered as part of the general education of all students. Perhaps the shock received from this critical examination was beneficial on the whole, but it gave to the average layman the impression that everything new in education was, ipso facto, bad, and that public education should be concerned only with the training of the mind.

The second controversy, of course, was sparked by the launching of the first sputnik by the Soviet Union. Immediately the cry went up that unless we trained enough scientists and engineers to keep up with the Communist countries, all would be lost. Devotees of the arts and the humanities put up a strong defence for their particular

fields, and the impression was given that a person should be trained in the sciences, or in the humanities, but not in both.

We have also heard a great deal recently about the need for greater attention to exceptional students — the brilliant, the slow learners, and the physically handicapped. The poor old average student, who was supposed to be getting all the attention, is in danger of becoming the forgotten man.

All of these side issues, important though they may be, are only reflections of a much wider problem. Out of what, in North America, was essentially a reaction against a public education that was too broad and too diffuse, and what in Europe is a reaction against a type of education that was too narrow and rigid, is emerging a common vision of the task of public educators, all over the world. This vision is that the economic, political, cultural and, sad to say, military potential of any country can only be realized if its human resources are developed to the full. The question is not whether there should be intellectual training or practical training, or whether there should be scientists or philosophers, or whether emphasis should be placed on the bright children, on the average, or on the slow learners. The task is to discover, encourage and develop all the latent talents of every child, so that he may live a full, balanced and self-disciplined life — as a person and as a citizen.

The issue is very clear in the backward countries. When these countries are thrown on their own, as so many of them have been, they come face to face with the fact that their natural resources can only be brought

into use with the skills and techniques developed through education. Their political systems, inherited in structure from their former colonial masters, often fall to bits in a few months or years because there are not enough educated citizens to maintain them. They do not have to be told that money spent on education is an investment. They know it. The problems they face, and the efforts they are making to overcome them, are tremendous. From the advanced countries they want, first of all, technical assistance and know-how, while on their own, they start almost from scratch — no schools, no books in their own languages, no teachers; spending in some cases as much as 25% of the national income — to build up their own systems of education.

What is so obviously necessary in the backward countries is equally necessary in the advanced countries. Science and technology do not stand still. Political systems, as we all know, can degenerate into dictatorships. The cultural life of a country can

been fully developed through education.

But this talk is not for the purpose of daydreaming and what I have said so far is very much like bringing coals to Newcastle or preaching to the faithful. Educators see the vision, and it is still all important that everyone else, and particularly those in positions of power and influence, should see it, but I would like in the rest of the talk to take a brief look at what needs to be done.

Speaking now only of the public schools and leaving the universities out of the picture, it is quite simple to set down the essential elements of a good system. All we need to ensure is:

(1) That every child shall attend a school large enough to provide effective teaching conditions and supplied with the proper equipment and teaching tools.

(2) That programs shall be offered in the schools, and in some cases out of school, of the proper kind, quality and duration to discover and to develop the latent capacities



The Christie Scholarship for Teachers was won by John Redekop, of Langley. Mrs. Nellie Kerr made the presentation.

languish unless it is nourished by education. Educators have been saying this for years, but even our economists are now coming around to the same point of view. Galbraith, at the end of his book *The Affluent Society* makes a strong plea for the diversion of funds from production into public services, to be invested in the development of human resources and in the satisfaction of the non-material needs of human beings.

I could get very lyrical about this and dream up a vision of what the world might be like, two hundred years hence, if all the potential talents of the human race had

of the students.

(3) That in every school there shall be a corps of teachers properly trained in their subjects and in professional skills, motivated by the "vision," relieved of mechanical chores, and given freedom to do their job properly.

But by stating these simple needs we have still not tackled the problem and you may wonder if I am ever going to get down to it. How do we go about creating these ideal conditions?

My first thought was to echo the statement made by Dr. A. W. Trueman at the

Canadian Conference on Education that "there is nothing wrong with Canadian education that the spending of a lot more money will not cure." I had intended to make a great plea for an all-out rational effort to improve our schools, and hoped to point out that in comparison with other nations our effort was relatively puny. But when I burrowed into the figures, and thought a little more deeply and critically (helped here and there by timely articles

doing to make way for the things we are not doing?

I obviously cannot go into the whole educational structure and analyze it in detail. I will pass over the inefficient learning and high costs that are associated with the continuance of small schools — both elementary and secondary. Much of this cannot be helped, particularly in elementary schools in areas where the population is widely scattered. In any case, the trend toward

C. J. Frederickson, District Superintendent of Schools for Burnaby, was named winner of the Fergusson Memorial Award. Mrs. Frederickson was present at the Delegates' Luncheon to see her husband honored.



and books), I found that I could not make a good case for simply spending more and more. The people of Canada are spending a lot more money — twice as much in 1958 as in 1950 — and our effort in terms of the percentage of our national income spent on public education (universities excluded) is greater than that in most of the so-called "advanced" countries of the world.

And we will have to spend more money, too, simply to keep up with the increasing enrolments in the lower grades, and for the higher and rapidly increasing proportion of our students who will, or should, stay on longer in the secondary schools.

Before we recommend spending more money on new programs and activities — and there is no doubt that to achieve our "vision" we will have to enlarge the opportunities for learning — we should first look at the soft spots in our aims and assumptions, our organizational structure, our programs and our techniques to see if we are getting the most value for the money we are spending now. Perhaps a better way to put it would be, should we improve or eliminate some of the things we are now

consolidation and larger schools, following the establishment of larger administrative units and the provision of stimulating provincial grants, is so well under way, all over the country, that it needs no encouragement. I will also not go into the question of the money wasted by inefficient provincial grants, which in some provinces continue to reward the wealthy local units, who can provide good schools at a low financial effort, while the poorer units, even with great financial effort, can only supply the most meagre educational services.

It is the school program itself that I would like to examine with some care. I wonder if we have not become victims of the disease that one writer has called "curriculum obesity" — that is, trying to solve the problem of developing the talents of all types of students, by simply adding new courses, without eliminating or changing any of the older courses, or, what is more important, giving careful thought to the relevance of both old and new courses to the present and future needs of the students, and of the country. The most striking fact of our society today is the rapidity of change



Mark Rose, Music Supervisor in New Westminster, and Grade Five pupils from McBride School demonstrated instrumental music for the Intermediate Grades at the Music Section meeting.

— in social organization, in technology, and in the political realities of the world. To keep up with these changes, are we thinking in terms of providing a superior product faster, or are we content simply to add more courses and more years to the school program? Is our teaching designed to produce intellectual power and flexibility of thought, or are we simply treading the old mill of "assign, learn and recite"?

Let us take a look at three of the programs in our secondary schools — the college preparatory, the industrial vocational, and the so-called "general" course — and examine our performance in relation to our professional aims. In the college preparatory course, what the universities want, and they have told us over and over again, is intellectual power, capacity to think clearly and to express clearly, and capacity to learn. They want knowledge and technical skills, too, but knowledge and skills transmuted by thought into ideas. I cannot speak for B.C. but in my part of the country I know that our university entrance programs and our examinations to test them are dominated by memorization, recitation and drill. Many of our better teachers cry out for an opportunity to do creative teaching, but we continue to handicap them with imposed courses and factual examinations. This type of education, supported by too many of our teachers because it is the comfortable way, is designed to produce well-trained parrots — but are parrots capable of solving the problems of tomorrow?

In the so-called vocational programs (except commercial) in our comprehensive high schools, are we not taking their use-

fulness for granted, and should we not conduct continuous research, to find out whether these programs do in fact prepare students to work in industry as it is, or as it will be? I am thinking particularly of the general shop courses, often running to the end of Grade XII, in the smaller high schools. To what extent do the skills taught relate to what the students actually do when they leave school? Is the return from the high investment in equipment and teaching staff, in terms of actual use by the students of what they have been taught, sufficient to warrant these courses being continued? Could we do better by having this type of work done in specialized institutions — perhaps supported wholly by the Provincial and Federal governments?

As for the "general" course, where students take academic courses at non-matriculation level, combined with options, often unrelated, from the vocational subjects and the arts — just what benefits do they give to the students who may stay on for two or three years longer in high school to take them? Are the graduates fitted for anything? Are the courses linked up with any particular kind of further education? Both the Alberta and Manitoba Royal Commissions took a dim view of the general programs. Should we not take another careful look at them ourselves — particularly to be sure that they do not lead to an educational dead end.

In the sensitive area of teaching techniques, I will be brief — because I am speaking to a group of teachers and have not taught myself for thirty years — and because I do want to get away from the negative

and accentuate the positive, before my time is up. I have already hinted that we might be wasting a good deal of money, and a great amount of human potential, by proposing to do one thing and actually doing something quite different. But how much effort are we wasting by simply not knowing enough about what we should do, and how to do it? To what extent is our effectiveness as teachers handicapped by lack of precise knowledge about how people learn, and how learning can best be stimulated and developed? How well do we use the knowledge that research and experience have already provided for us? For example, have we done more than scratch the surface of the possibilities of modern methods of communication as teaching aids — radio, television, and in particular the sound film, the film strip and the tape recorder? In the last war, the armed forces achieved remarkable results in a very short time, teaching languages and technical skills with films and recordings. Have we anywhere in this country one single course specifically designed for the full and daily use of teaching aids? Teachers — are we thinking in terms of tomorrow, or only in terms of today and yesterday?

And now having taken this critical look, I would like to turn the coin, and look at some of the neglected areas in education, to which I think more attention — and more money — should be devoted.

In my mind the top priority for new funds, other than those we have to spend anyway just to keep up, goes to educational research. I doubt whether in all Canada, where we are now spending one billion dollars on public education, there is as much as half a million dollars spent each year on educational research, at all levels. Just as there is a National Research Council for the physical sciences, there should be a National Council for Research in Education, supported mainly by the Government of Canada, with an initial budget of at least one million dollars, to promote and co-ordinate research in the basic problems of teaching and learning. Such an organization should be linked up, through UNESCO, with the National Research Institutes in other countries, so that concerted and un-

duplicated attention can be focused on these problems.

At the provincial level, far more should be spent on testing the educational product against real objectives, and in refining and improving the techniques of promotion and selection so that more students can be getting the right type of education, for them, at the right time and in the right place. I will not emphasize the absolute necessity for selection and streaming. Although there is still a good deal of latent opposition, the support for selection and differentiation is so widespread that the problem is more how selection should be made, when it should be made, and to what degree the programs should differ, than whether there should be selection at all.

Technical Education Facilities Need Improving and Enlarging

The next area to which we must devote attention, and money, is technical education, at both the secondary and the post-secondary level. I have mentioned that we should carefully examine the vocational programs in our secondary schools, to see whether in fact they are doing what they are supposed to do. But I do not by any means think that vocational education, at public expense, and below the professional level, should be dispensed with. The evidence is clear that we must improve and enlarge our facilities in this field. The careful research study in the development of skilled manpower now being conducted by the Federal Department of Labour, in co-operation with provincial government agencies and other groups (five reports have already been published in this little-known survey) shows that Canada has fallen far behind the other advanced countries in the training of skilled workmen and technicians. We have been able to do this and to maintain our industrial development only because in the past fourteen years we have been importing most of our technicians from abroad. A report prepared on two technical groups — electrical technicians and senior draftsmen — in one province shows that 31% of the former and 52% of the latter were trained outside the country. In some other fields the proportion of foreign-trained technicians is even higher.

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A Thread of Consistency in Physical Education

IAN B. KELSEY

IT is often claimed that many changes have been made in physical education during the last thirty to fifty years. In some respects this claim is justified; in others, it is indefensible. The matter is confused even more so by present day writers who declare emphatically that physical education programs are inadequate, always have been, and consequently should be remodelled. One such writer remarked recently that

Physical education programs must change drastically. This field beyond the primary grades is so dominated by the commercialized spectator sports as to progressively reduce participation as children get older.

A wide variety of recreational activities is required. Swimming, shuffleboard, tennis, badminton, ping-pong, golf, hiking and camping are a few activities which make sense for adulthood. The keys to effective education for healthy recreational life are to be found in those activities that require small family or friendship groups in which boys and girls of different age groups can share. Football, baseball and basketball are obviously not ones that qualify.¹

Admittedly program content should keep pace with advancing society to meet the needs of individuals within a particular community. The change in school physical education, and similarly in other school subjects, however, should be an outcome of changes in educational goals or objectives. If programs must change drastically, educational philosophy, influenced in turn by scientific facts, will have to be recast for the educational pattern.

Contrary to general opinion the purposes, goals or platforms of physical education

have altered slightly in the last thirty to fifty years.

With a general acceptance of Dewey's concept of progressive education, educators became interested in a total development of the child and youth. Physical, social, emotional, moral and intellectual aspects were to be considered. Physical education was acceptable as a contributor to this development because of its unique opportunities for demanding adjustments within these areas of human behavior. The National Committee on Physical Education² in 1933 reiterated the belief in total development by stating that physical education was an integral part of the education program, and as such, was concerned with the development of the whole person, not just the mind or body of the individual.

By this time physical educators were concerned with not only total development, but satisfaction of diverse individual needs. For one student this may have meant vigorous physical activity; for another, greater emphasis on recreational or social experience. According to Bennett³ these concepts were established as early as 1900 by Dr. Dudley Sargent, a well known and influential American physical educator. Furthermore, Wayman⁴ revealed that by the 1930's great advances had been

1. Harris, B.M., "Education For Today and Tomorrow," *Childhood Education* 34: 108-111, Nov. 1957, p. 111.

2. National Committee on Physical Education, "Physical Education Today," *Journal of Health and Physical Education* 4: 4, March 1933.

3. Bennett, B. L., "Contribution of Dr. Sargent to Physical Education," *Research Quarterly* 19: 77-92, May 1948.

4. Wayman, Agnes R., "Trends and Tendencies in Physical Education," *Journal of Health and Physical Education* 4: 16, Feb. 1933.

made to meet the needs of the "average" student as well as the student of superior ability.

Physical activity was utilized educationally because of its contribution to the normal growth of individuals. Students were to "keep fit" through participation in physical activities. Wallack⁵ found that even physically handicapped children were given activity. Leisure time activities were urged also. Basic content of the curriculum included exercises, gymnastics and games. According to Rice⁶, Castillon⁷ and Billbrough⁸ these activities were chosen on a need for movement and a desire to conform to tradition. However, for those who formulated aims and objectives for physical education this basis of content selection was too limited.

Wayman voiced the opinion of many when she claimed that "programs must be based upon sound scientific and educational principles." Objective data, she implied, should be available for interpretation by the teacher of physical education. Fortunately, the research section of the American Association of Health and Physical Education had been partially fulfilling this aim since 1904.

Aims Are Inculcated

Fundamentally all of these aims or purposes are inculcated today. Almost any text published within the last eight years which deals with philosophy, principles and aims of physical education reiterates these purposes. For instance, Irwin, a noted author on physical education curriculum, gives the place of this subject in the modern school. He states

The general function of physical education in the public schools is to assist in providing a medium for the normal growth and development of each pupil. The basic aim and objectives are the same as those of education in general, for the total pro-

Mr. Kelsey, who feels that the purposes and goals of Physical Education have changed but slightly in the last thirty to fifty years, is a member of the staff of Lord Byng High School, Vancouver.

cess of education must be considered in providing a program for the proper development of the child.⁹

Irwin continued by implying that development is to include the physical, social, emotional and intellectual characteristics of the child.

Meeting of individual needs appears to be a very important objective of physical education in its modern school setting. Vannier and Fait¹⁰ stress that the program provide for all levels of skill, beginner, intermediate and advanced. Individual physical development should embrace such essentials as strength, vigor, vitality and neuro-muscular coordination. According to the authors, variations within the individuals with respect to emotion, social behavior, recreational attitudes and intellectual awareness are met in numerous opportunities provided in the program.

Provide Varied Activities

Content of the physical education program, therefore, should provide this opportunity through exposure of individuals to a variety of activities. The activities are not necessarily ends in themselves, but are the means by which the unique function of physical education, the physical, social, emotional and mental development of the individual, is attained. Activities so designed can be broadly grouped. Nash, Moench and Saurborn group activities in the following way

The six general types of activity which seem to be sufficient for classifying all activities commonly listed in the physical education curriculum are team games or sports, individual and dual sports, rhythms and dance, aquatics, gymnastics and related camping and outing activities.¹¹

5. Wallack, W. W., "A Schoolmaster Gives Italy Strong Men," *Journal of Health and Physical Education* 4: 22, April 1933.

6. Rice, E. A., "The American Turners," *Journal of Health and Physical Education* 5: 3, April 1934.

7. Castillon, O. F., "Physical Education in Mexico," *Journal of Health and Physical Education* 5: 11, May 1934.

8. Billbrough, Marion, "Recreation Among the Sioux Indians," *Journal of Health and Physical Education* 7: 298, May 1941.

9. Irwin, L. W., *The Curriculum in Health and Physical Education*, St. Louis, C. V. Mosby Co., 1951, p. 42.

10. Vannier, Maryhelen, and Fait, Hollis F., *Teaching Physical Education in Secondary Schools*, Philadelphia, W. B. Saunders Co., 1957.

11. Nash, J. B., Moench, F. J., Saurborn, J. B., *Physical Education: Organization and Administration*, New York, Ronald Press Co., 1951, p. 289.

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The Annual Meeting of the National Association of Secondary School Principals was in Oregon this year. Because it was so near, a number of B.C. principals attended the sessions.

Quality Education

H. D. PRITCHARD

IT is only once in a good number of years that the National Association of Secondary School Principals of the United States holds its annual convention in the West. Perhaps it was this thought that prompted a delegation of five principals from the South Okanagan to attend the 44th yearly gathering in Portland, Oregon, February 27-March 2. This Canadian group, a very small part of the 4,300 delegates present, was swelled by two principals from the Fraser Valley, two others from Vancouver, one from Calgary and a lone representative from Ontario.

Undoubtedly, we were all intrigued with the convention theme "Quality Education—Today's Priority." Just what steps are being taken by our professional neighbors to improve secondary education; what about acceleration, enrichment, the slow learner, the gifted child, the under-achiever, the reluctant learner (seat warmer); what about homogeneous and heterogeneous grouping, school organization, student councils, counselling services, streaming,

staff meetings, student discipline and a host of other problems? The best way to find out what answers our American counterparts had to these problems was to meet with them in convention. Thus it was that five interesting and profitable days were spent in the Rose City of Oregon State.

Space does not permit more than a brief sketch of the seventy-two page program. Eight general sessions, each with outstanding speakers, formed the basis for the convention. To this were added some fifty-four discussion groups, visits to Portland high schools, city tours, banquets, business sessions and almost one hundred school exhibits. Delightful entertainment in the form of bands, glee clubs and pageants rounded out a very full agenda. The Portland Civic Auditorium, with a seating capacity of over 3,000, provided the headquarters for the general sessions and school exhibits.

Dr. James B. Conant, ex-president of Harvard University, who is at present engaged in a study of the American public high school, was the key speaker at the convention. The Canadian delegation listened with interest and satisfaction to Dr. Conant's recommendations for the organization of the junior high school. At times one might have thought we, in British Columbia, had received an advanced copy of his report and had proceeded to implement it. Ability grouping and more intensive instruction in the seventh and eighth grades was urged by Dr. Conant. In advocating at least three "streams" of students,

Mr. Pritchard is principal of Penticton Junior-Senior High School. Other B. C. principals attending the conference were D. F. Feir, Grand Forks; F. C. McCague, Keremeos; E. Reid, Oliver; A. J. Longmore, Summerland; P. N. Whitley, Vancouver; R. Mountain, Langley; D. Hanson, Aldergrove. Also attending was Dr. N. Ellis, Assistant Research Director, Vancouver School Board.

the former U. S. High Commissioner to Germany went on to support the principle of acceleration. Sharp criticism was levelled at those schools which over-emphasized the athletic program. A longer school day for high school freshmen followed by a two hour homework period seemed to point up the basis for more intensive instruction which Dr. Conant believes is necessary to improve the quality of education in American secondary schools.

Academic Program Desirable

By far, the strongest case for "intellectual excellence" was made by Dr. Leo Du Bridge, President of California Institute of Technology. In very definite terms he suggested a return to a more academic program in the secondary schools. American students, he believes, must learn "to be as proud of their brains as they are of their muscles." Dr. Du Bridge's formula for making a high school good is summarized in the following points:

1. Creation of an atmosphere in which intellectual achievement is recognized, admired and respected.
2. A solid base of academic subjects required of all students.
3. Recognition of the wide variations in the intellectual capacities among any group of students.
4. Co-ordination between high school teachers and college professors in re-examining the subject matter content of high school courses.
5. Striving to inculcate in students of all levels more of the love of learning; more of the adventure of learning.

It was left to Frank B. Bennett, President of Eastern Oregon College, to defend the American educational system. One sensed that his address was in some respects a reply to the scathing attack recently made by Vice Admiral Hyman G. Rickover. Dr. Bennett believes that each of his own five children was better taught and turned out to be a better scholar than himself. A fair comparison of today's graduates can only be made if we take the top ten percent of them and rate them with all the graduates of 1906. This is the proportion of children of 17 years of age who graduated in 1906 as against the sixty percent of the same

ago group who graduate today. The American friends of education today are those who see the possibility of improving that which they consider already good. The secondary school principal, Dr. Bennett suggests, is today's frontiersman in the cause of educational progress.

A further highlight of the conference was a premiere showing of the film "New Directions to Quality Education - The Secondary School of Tomorrow." The hour-long picture advocates, among other things:

1. Larger classes, up to 150 students, under outstanding teachers.
2. Small discussion groups of 15 or fewer.
3. Team teaching whereby several teachers pool their efforts and each teaches his own speciality.
4. Independent study by junior and senior high school students.

Many Other Speakers

Of other speakers only brief mention can be made. Dr. Eugene Galanter, Associate Professor of Psychology, University of Pennsylvania, believes that mechanical teaching devices will make their appearance in the next four years. These will be available for as little as fifty dollars each. The program to go with the machine will, however, cost one hundred times as much. The advantages of the machine are many according to Dr. Galanter. It will provide all the advantages of a private tutor. It will aid in covering three times as much material as is presently studied. Teachers will be freed from the drudgery of modern methods of teaching. Finally, and of greatest importance in the opinion of the speaker, the machine will return to the child the opportunity for private and independent study.

Dr. Keith Funston, President of the New York Stock Exchange, in his address "Imperative Needs of Economic Youth," bewailed the lack of compulsory courses in Economics. He maintained that the business world is the foundation of American society. Much can be learned from the daily newspaper. "Teach by doing" was Dr. Funston's recommendation to the assembled delegates.

Impressions gathered during the five-day convention lead one to believe that stan-

dards vary a great deal from state to state and even within the state. Oregon ranks high in the western states and the Portland school system is perhaps the best in Oregon. Certainly the visit to the \$4,500,000 Woodrow Wilson composite high school bears out this boast. On a beautiful thirty-acre site, the eighty-member staff instruct the 1,835 students in a physical plant which could be the envy of every teacher. The principal had every reason to be proud of his four vice-principals, his department heads, his co-ordinator of extra curricular activities (a full time position), his specially chosen staff members, his office staff of six, and above all the very fine tone which was so evident throughout the entire school. Much more could be written about this fine institution; its club program; its gifted child program; its effective reading program and its corrective physical education program. For those of us who were privileged to visit one of Portland's better secondary schools, the experience was a rich, a stimulating, and a rewarding one.

General Impressions Gained

The return trip from Portland provided a good opportunity for the Okanagan delegation to compare notes. These are some of the general impressions which were gained from our visit to the conference in the Rose City.

1. The problems facing principals in the secondary schools of U.S.A. are carbon copies of those found in our own B.C. schools.
2. The outlook towards the education of American youth is a very democratic one. There is a very real hesitancy on the part of many school administrators to move in a direction which might seriously conflict with this "American way of life."
3. Dollars for educational purposes have permitted greater scope in school planning, in the obtaining of modern equipment and in the staffing of schools.
4. There is going on in the U.S.A. an obvious resurgence of a desire for greater intellectual development — this no doubt has been touched off by great scientific advances in other countries.

5. Present thinking appears to require more emphasis on intellectual prowess.

6. Administrators in the U.S.A. are coming to grips with the real problems of education. There appears to be a sincere endeavor to re-assess their whole philosophy of secondary education and, at the same time, make it a national one. Already standard bases for the teaching of Mathematics, Science, and English have been agreed upon. As a foot-note, one wonders how long it will be before the provinces of Canada pool their educational thinking and so take a step which would do so much to bind our nation more firmly.

7. Most educators in the U.S.A. are in agreement that secondary education is much less effective than it can and ought to be.

8. If education is to serve all the people in its fullest sense, then teaching must be carried out at pupil ability levels.

9. The complexity of present-day society has made it difficult to determine the right and proper educational patterns. It would appear that social demands must give way to advanced educational demands.

10. Those students who are capable of assimilating academic work must be encouraged to strive for intellectual excellence.

11. A more realistic instructional program in a non-academic type of school is necessary for the average and slow learner.

12. Canadian educational systems are still more academic in their approach than those found in many parts of the U.S.A.

13. The U.S.A. is providing considerably more in the way of technical and vocational schools than Canada is presently providing.

14. In considering the theme of the Convention "Quality Education — Today's Priority," the final conclusion one must reach is that regardless of all else, quality education depends on the quality of teaching. More and better qualified teachers are needed in the U.S.A. as well as in Canada.

15. The delegates from the South Okanagan were more than satisfied that, by comparison, we in British Columbia were certainly abreast and in many respects ahead in current practices which will provide the best in education for the youth of our province. ★

Are We Leaving the "Educe" Out of Education?

I WAS much interested in Mr. Campbell's article, "What Should the Social Studies Teach?" in the January *B.C. Teacher*. First, I want to congratulate him for his expert handling of a subject which needs to be brought to the attention of everyone concerned with education.

He deals with the problem as it is related to Social Studies and Departmental examinations. I could carry it on into every subject and every test and written exercise in every grade, as no doubt he could have done, too, had time and space permitted.

Let us consider the seatwork usually given for what we call comprehensive reading in the elementary grades. I say "what we call comprehensive" because I believe the purpose of any reading is comprehension. Think of the exercises in which the children are told to copy the sentences the teacher has written on the blackboard, filling in the correct word in each blank (and often two words are given to choose from — the child could say eeny-meeny-miny-mo and have a 50% chance of being right), or to choose the correct sentence from a number of incorrect ones, to find so-and-so in the book, and similar quiz type of workbook seatwork.

Such exercises are quick to mark, give the children something to do, require them to refer to their readers and provide practice in writing and copying. Do they help the children to enjoy the story? Do they help them to write original sentences? Do they help them to think of words they need to express their thoughts? Do they help them to put an idea in their own words? In short, do they inspire any interest what-

ever in the doing of the exercise, or any sense of achievement when it is done?

The curriculum requires that we teach children to express their thoughts in good sentences and paragraphs. How can they learn without doing, and doing consistently and repeatedly. How can they help getting the idea that writing sentences is limited to the lessons that are specifically dealing with sentences? Why not provide them with practice in thinking for themselves and expressing their thoughts in all their work?

These stereotyped exercises are not even an indication of the facts a child knows. They are little more than guessing games or memory tests. It is not surprising that high school and university students cannot think for themselves or write a correct sentence, let alone an essay. They have been merely copying parts and guessing the rest. The very type of answers required of them limits their thinking and their scope of expression. Such exercises remind me of piece-work in factories. They are monotonous and tedious and the child has not even the incentive of the pay cheque at the end of the week.

Boredom causes disciplinary problems, and merely "giving them plenty to do" does not prevent boredom. They must be interested in what they are doing, and children

A former teacher now doing substitute work, Mrs. Miller wonders if something is not missing from the schools today. She feels children need to be taught to think out their problems.

are not fools. Even in the primary grades they can feel when there is no constructive purpose to what they are doing, and when their abilities are limited by the type of answers required of them.

I have used these stereotyped exercises and I have watched other teachers use them. The children look bored before they start. There is a general feeling throughout the room that they are going to need constant and close supervision to see that they do the work. There is talking, dropping of their various belongings, a remarkable number of pencils that need sharpening, and all the interruptions with which every teacher is familiar.

New Type of Question

Recently I gave a Grade II class a different kind of seatwork on their reading lesson. I first wrote on the board a couple of sentences containing blanks to be filled in, but each blank represented the number of words *they* needed to complete the thought, not a separate line to indicate the number *I* thought they should need. Other questions were of the type, "What do you think about so-and-so? Why do you think so? Tell in your own words . . ." etc. They were the kind of questions that could have been answered in almost as many different ways as there were children in the class, and still have been all right or partly right.

When the children first looked at the blackboard there were groans of, "We can't do that. We don't know how."

"I'm going to tell you how," I said. "Listen and you'll find it's easy."

They relaxed and listened. I had a child read each question aloud and made sure they understood what was meant by it. I told them to write in sentences, to refer to their readers if they needed to, and, if they wanted to use words that were not in their readers and that they could not spell, to put up their hands and ask. We discussed possible answers for two of the questions.

They were eager to start, and for that whole period there was no sound but the hum of industry. When 36 Grade II's don't find it necessary to sharpen any pencils for a full half-hour, or to put their feet

somewhere other than on the floor under their desks, believe me, that is worth writing about!

The telling them to ask if they needed to know how to spell words could have created a problem, especially as one group had oral reading while the other did seatwork, but in this case no one asked. I noticed some misspelled words in the finished work and reprimanded the children if they were words that could have been found in the reading lesson.

The marking of this kind of work in classes of sizes we have today is a problem. No teacher can be expected to do such marking every night, and besides, as we know, marking is of little or no benefit to the child unless it is done with him, or, at least, gone over with him later.

In this case I was substituting and did not know whether or not I would be with them the next day so I looked at the work in class. I did not read every word in all 36 books, but I *did* look at each one, make some comment on it and give individual help where it was needed the most, and where the same mistake occurred in several I gave the whole class help on it.

Children Were Pleased

Certainly, some mistakes likely went by unnoticed, and I did not deal with all that I noticed, and still this method took more time than a regular teacher can afford to give to marking in class. I had no record of who had all right or who had how many mistakes. The children received only verbal comments and some help with some difficulties, but they seemed satisfied with this and pleased with their efforts.

If I had given them a stereotyped exercise that could have been marked quickly and from beginning to end with a definite right or wrong, would it have been of more benefit to the children? Would the ones who got all answers right necessarily have been the best students, or the ones who had the most wrong, necessarily the slowest or stupidest? I think it could well have been the other way around. The ones who most want to use their own creative abilities are usually the ones who can the least endure

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West Kootenay District Council

G. G. CLEMENTS

FOUR times annually a group of about twenty-five teachers meet alternately in the centers of Trail, Nelson, and Castlegar. These teachers have come from communities which encompass a wide range of diversified industry, topography, and religious and cultural groups. These are the members of West Kootenay District Council.

It seems hardly possible that a group of people meeting together could represent a greater variety of background and interests. The West Kootenay District Council members live under the stacks of the large non-ferrous smelter of Trail; they exchange ideas with the planners of the new pulp industry being created in Castlegar; they chat with the farmer or logger in the Grand Forks-Greenwood area, or the miner in the Slocan Valley and Kootenay Lakes area; they watch anxiously to see how Nakusp will be affected by the High or Low Arrow dams; they work with community planners to make the City of Nelson a cultural as well as a distribution center. Some of the teachers have neighbors and friends who are of Doukhobor origin; some work with Quaker children in the town of Argenta, north of Kaslo; others look with pride at the accomplishments of their Japanese charges, or give a helping hand to the new Italian, German, or Hungarian immigrants.

The one thing that these council members have in common is their pride in the teaching profession and in their Federation. It is this pride that brings them together every three months to undertake the tasks of West Kootenay District Council. Their meeting offers the chance to compare ideas, discuss common problems in local association work, hear the latest Federation news, and work together to improve their profession.

Such matters as Public Relations co-ordination, Salary co-ordination, and In-service Education have a place of prominence on the agenda of the meeting, for this meeting serves as one of the few opportunities for representatives to get together from the eight school districts of Kootenay Lakes, Nelson, Slocan Valley, Castlegar, Arrow Lakes, Trail, Grand Forks, and Kettle Valley. The West Kootenay Geographical Representative's contribution to the meeting is also a featured item on the agenda, for this is his only opportunity to discuss the latest Federation activities with the group as a whole, and to seek the opinions of the six hundred teachers whom he represents on the provincial Executive. One of the most vital functions served by the District Council is the sponsorship of the Fall Convention, an event which serves each year to bring together the whole teaching population of the West Kootenay and Boundary for the mutual exchange of teaching techniques, ideas, and problems, as well as for the chance to benefit from the wealth of speakers and other resource personnel who can be provided only through the combined efforts of the whole district.

From the reports of each local association represented on the District Council comes news of activities undertaken by individual districts — activities such as book fairs, book displays, workshop discussions, Education Week activities, and participation in community projects. These reports

This second in our series of stories on District Councils is by the Geographical Representative for the West Kootenay on the Federation's Executive. Mr. Clements teaches in Trail.

serve not only the purpose of informing the members of the worthwhile efforts of their neighboring districts, but also as inspiration for increased teacher activity in each local association.

With the ever-increasing number of Provincial Specialist Associations will come the need for some type of co-ordination of effort. West Kootenay District Council recognizes more and more its responsibility to see that the specialist associations serve the functions for which they were created. One of the future projects for this Council will be the establishment of local chapters of the specialist associations, and the encouraging of district-wide workshops, conferences, meetings, and projects which will

help to accomplish the objectives of the larger organizations.

Co-ordination of effort, free exchange of ideas and opinions, mutual problem-solving — these are some of the reasons for the establishment of a district council, but perhaps the greatest purpose to be served by this gathering-together of teachers from widespread and diversified communities is the creation of the feeling of unity — unity within the profession, unity of common purpose and objectives, unity of thought and desire to improve a very vital profession. If this sense of unity can be accomplished through district councils, and in West Kootenay it is, then a council's main purpose is fulfilled. ★

Are We Leaving The "Educe" Out

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limitations, so through sheer boredom they get into mischief and through sheer carelessness they make mistakes. *Care-less-ness* — they couldn't care less, and why should they? They are full of energy and ideas and want to use them. If there is no scope to use them in their work, children will find a way — and there goes something flying across the room! "Johnny, did you throw that? Have you finished your work? No? Get busy then!"

It takes time and thought on the part of the teacher to prepare the kind of seatwork that will be of most value to the child, and it takes even more time and thought to mark it. When I see teachers quickly checking through piles of exercise books and test-papers, I always think, "Is it of any use at all? Are they not wasting whatever time it takes? Is it helping them to know their pupils and is it helping their pupils to develop?"

With a large class I do not know what other method could be used, and yet, when we look at the results, it is apparent that this present one is not doing the job and it is obvious why it is not. Consider the meaning of the word "education" — the action of leading out. Our production-line quizzes are *holding in*. They are pressur-

ing our children into being mass-produced robots. God never meant people to be robots and nature will not tolerate it. When one channel is closed the energies must go somewhere. When Johnny decides whether he would rather make a trip to the pencil sharpener or to the washroom, at least he is making a decision on his own, and if the ruse works, he will get a walk into the bargain which will help relieve his boredom.

On the other hand, limitations imposed on his natural creativeness may make him so apathetic that he will not even bestir himself enough to be a disciplinary problem. There are many factors that will influence the response of different children. For example, one child may turn his surplus energy outward and destroy school property while another turns his inward and eventually destroys himself.

The crux of the whole problem seems to be the large classes teachers are required to teach. The right methods and the right teachers to use them would shorten the period children require in school, which would, in time, solve the problem of the number of teachers and schools required, but how to deal with the transition period I do not know. I merely give you some of my reflections on the subject with the hope that they will help to stimulate teachers and educational authorities to ponder the problem and work towards its solution. ★

The "Interval System" of Running Training

AN athlete is only as fit as his circulatory and respiratory systems. To "move the blood" should be his chief concern.

Cardio-vascular fitness and efficiency, then, must be developed and maintained by a scientific and progressive build-up of the work-load on the body.

The Interval Training System for running does this with maximum results and the minimum of organic strain and fatigue. This is based upon the principle of EFFORT — RECOVERY — EFFORT — RECOVERY; each period of effort being progressively more vigorous, more demanding of the athlete.

The recovery periods are relaxed, easy, but continuous movement, combined with slow, deep breathing with complete or forced exhalation.

Now, all students are not athletes, nor is it expected they should be. But every student has a duty to achieve a certain degree of physical fitness over and above the normal requirement for classroom and livingroom existence.

This is most necessary for the continued fitness and efficiency of the circulatory and respiratory systems, lack of vigorous exercise being one of the chief factors contributing to our nation's staggering record of heart disorders.

Students, being basically, although not necessarily willing, sedentary workers, need to move their blood as much as their brains. A sluggish circulation causes sluggish thinking.

Strolling between classrooms and to and from the bus adds up to negligible exercise. Playing on school teams provides intermittent circulatory stimulation for only a select minority.

The physical education classes help to offset this sedentary condition; but additional, more vigorous activation is still

necessary to really blow out the lungs, flush the blood vessels and give the heart muscle the strengthening exercise it needs to maintain maximum efficiency.

Regular, year-round, outdoor conditioning runs conducted on the Interval Training System of jog, run, walk (allowing maximum work-load with minimum organic strain), are essential for the cardio-vascular and respiratory fitness we all need for vibrant health and longevity.

MOVE THE BLOOD must be a slogan for life that we must all take to heart.

Example of a running training session to improve cardio-respiratory fitness. (This represents a fifteen to twenty minute warm-up activity prior to more specific or specialized training.)

- One lap flat-footed "Rag Doll" jog with easy, rhythmical breathing.
- One lap easy, slow speed, heel-toe run; relaxed arms and shoulders, easy, rhythmical breathing.
- One lap jog as before; starting to emphasize deeper breathing.
- One lap relaxed, *slightly faster* heel-toe run; deep, even breathing.
- One lap jog as before; emphasizing complete inhalation and forced exhalation.
- One lap run, faster than previously; still heel-toe style with relaxation of upper body; full, rhythmical breathing.
- One lap jog as before; forced exhalation, dropping head and relaxing shoulders and reducing neck tension. Raise arms above head and shake from time to time. Keep flat-footed with only little knee action. Aim at complete recovery.

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Mr. Roy is a teacher at North Vancouver High School. He is also Executive Director of the Central Fitness Council of B.C.

Everybody Likes

EVERYBODY likes questionnaires, more or less, except for:

- (1) those who must make up questionnaires.
- (2) those who must fill out questionnaires.
- (3) those who must tabulate questionnaires.
- (4) everyone else.

How many questionnaires are received by a teacher or school administrator each year, including those required by taxes, mail-order purchases, credit cards, licences and almost all phases of his life as an ordinary citizen, has not been estimated. By the end of June, ten questionnaires involving B.C.T.F. members will have been issued through the Federation office this year for various committees.

Let us consider the all-too-familiar questionnaire form, with its gaping blank spaces, its clipped instructions and "either-or" demands, seemingly expecting its answerer to be a sort of illiterate genius.

The questionnaire itself is open to question. Does it seem like a bureaucrat's substitute for common sense? Are its questions designed and worded as though to support someone's pre-formed opinion? Is it evidently a "brain-child" which won't be taken seriously? Does it miss the point? Or, on the other hand, does it look like a "good" questionnaire?

Before tossing their varied straws into the wind, the teacher-members of B.C.T.F. committees have usually gone through quite a soul-searching process. Originally, their reason for being on the committee is a desire to find answers for the all-important question, "What should be done in this field of education (or organization)?" Yet, even on topics that are widely discussed, controversy's fire seems to generate more

heat than light. Many committees discover the sad fact that nobody knows for sure what *is* being done in the field in question.

Certain facts and figures can, of course, be obtained through the courtesy of the Department of Education (who get them from their own questionnaires). Aside from these, most information can come from only one source — the teachers and administrators of B. C. Hence the "factual" kind of questionnaire.

Some "factual"-type questions appear downright silly to the average teacher, yet are definitely significant. Our B.C.T.F. membership of over 11,500 is by no means a homogeneous group. It contains part-time and special-class teachers, supervising principals, and many other special groups. The question that is pointless to one group may be important to another.

Defining words: here is one of the worst pitfalls in a "fact" investigation. Wherever possible, questioners try to use number, instead of word, categories. Thus, a question such as, "Do you specialize in music?" (which may or may not be taken to involve one's certification) is replaced by, "Do you teach music more than half-time?" "Recently" becomes "In the last two months." This may give the teacher more arithmetic to do, but at least questioner and questionee are not required to read each other's minds, and the device brings a more valid result.

Another type of investigation ranks with the factual survey in importance. This is the type which springs from a committee's wish to tap the resources of teachers' thoughts and feelings on a subject: the "opinion" survey.

Fact and opinion questions have a lot in common. For one thing, they can (and often do) disclose a far different picture from what their questioners expected, thereby causing an abrupt shift in the committee's point of view. But while they are similar, and the two types of question are

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Questionnaires

IRIS E. HILL

often included in the same questionnaire sheet, woe betide any investigators who allow fact to confuse itself with opinion in the same question!

For example, a teacher with no access to in-service education might be asked whether such a program is important. If the question is clearly of the factual kind, his answer will be negative; but if it is an opinion question, he may reply either way according to his beliefs. Alas, if he is not told which type of answer to give! If he, in his hurry, misreads the question, validity has sprung a leak; but if the instructions were not clear in the first place, such a question is "sunk." In any case, it remains as dangerous to unwary future researchers as a half-submerged wreck to shipping. B.C.T.F. committees have now learned "the hard way" to distinguish fact from opinion by emphasizing phrases such as "in actual practice" and "in your opinion." By noting the important instructions and responding accordingly, a teacher or administrator may contribute greatly to a questionnaire's validity.

Opinion-type questions always bring a few enigmatic responses such as "Haw!" These serve to brighten the tabulator's monotonous hours, and it would be a pity if they ever died out. A respondent should keep in mind, however, that while he is filling a blank with "I" meaning "obviously, yes," someone somewhere may be writing "I" to indicate "obviously, no." The moral ventured here, rather bravely, is that colorful responses should also be specific.

Before a B.C.T.F. questionnaire is distributed widely, it is usually: (a) revised several times by its committee and the office staff; (b) sent to the Canadian Teachers' Federation's Research Division for their comments and, if necessary, re-revised; (c) distributed in a "pilot project" among a small sample of respondents whose answers

and comments are studied; and (d) finally re-revised. Even after all these precautions, problems of interpretation always arise. The "perfect questionnaire" has still to be devised.

Once they have been sent out, completed, and returned, questionnaires may be tabulated either by hand or by IBM machine, depending on economy and efficiency. As soon as a raw count is made, the completed questionnaire form is discarded, and tabulation totals are used by the committee in drawing its conclusions. (A paper which holds a comment, however, is set aside, and is always read by at least one committee member.)

Teachers sometimes object to the form of so-called "anonymous" questionnaires. Quite properly they point out that by the time a B. C. teacher gives (a) his school district, (b) the size of his school, and (c) his grades or subjects, he might just as well sign his name; for, except in the large districts, the response is no longer strictly anonymous.

In practice, an IBM key-punch operator or an office staff member making the raw tabulation can do no more than count answers to (a), (b), and (c), without comparing one to the other. These "identifying" questions come into their own after the total count is studied. Thanks to them, a committee may pinpoint its conclusions: "Northern districts have most difficulty with . . ." "The problem is greatest in larger schools." "Teachers of primary grades feel that . . ."

Yes, the questionnaire, like the poor and the iniquitous, seems to be here to stay. Teachers will continue to be asked by other teachers for their observations and ideas, set in standardized form. Your thoughtful response to a discerning questionnaire can have a formative impact on education in B. C. ★

Education in Revolution

Continued from page 385

But the foreign sources are drying up, and we have our own large group of post-war students moving up through the high school from which we should recruit and train our own technicians. The question is, how best to do it. I am frankly skeptical of the value of industrial training courses in any except the very largest of comprehensive high schools, the Conant report notwithstanding. The study of Composite High Schools in Canada made recently by the University of Alberta, does not give too much encouragement. In this field, and in the field of the Arts, I think we should break a few administrative bones, discard the notion of local responsibility, and look at the problem on a province-wide or even a country-wide basis. Perhaps the best system of technical and vocational education in the country is in the Province of Quebec, where they have a great variety of schools and institutions, for both boys and girls, some starting immediately after the completion of elementary school, and all supported wholly by the province. These schools are not even administered by the Department of Education, but by the Department of Youth and Welfare. Perhaps we can learn something from this. We may need more trade schools and technical institutes, but we also need to plan these carefully, in close co-operation with industry. In some industries the best solution, after nine or ten years of general education, may be alternating periods of work on the job and "sandwich courses" taken in a technical school, or even a university, and leading to certificates and diplomas as national standing — the type of program that has been developed so successfully in England. One thing is certain, if we are to retain our position as a first class industrial country, something must be done — and soon.

And my last thought, inherent and implied in all that I have said before, is that the selection and education of teachers is the number one task of this country. If educational research really gets the money and attention it deserves, we may expect a continuous flow of new knowledge about learning and teaching, both general and

specific, the use of which could do for teaching what medical research has done for medicine. I would like to quote from an article in *Saturday Review*, entitled "Teach, Transmit, Transmute," written by John E. Ivy, Jr., president of the newly formed Learning Resources Institute:

"The teacher must become a scientist and a practitioner in human learning and development. This professional training must become no less rigorous than that of a physician; the practice of his profession no less systematic. His use of modern technology and his responsibility for keeping up to date in his profession are as important in education as they are in medicine."

Three Implications

Implied in that statement are three ideas. First, the need for teachers — who are responsible for developing that most complex and delicate of all instruments, the human mind — to have training of the proper length and quality to enable them to do the job properly. In Canada, the first step should be to increase the period of training for elementary school teachers. We alone, of all the major countries in the world, continue to train, or to try to train, the great majority of our elementary teachers in one year after graduation from high school. In my opinion, no elementary teacher can do the work expected of her with less than three years of training. Great Britain has just moved up its period of training for these teachers to three years, and at the earliest possible moment we should do the same.

The second idea is the obligation of teachers, when they have the proper training, to be professional people, to keep up with new professional ideas, to exact of themselves a continuously high standard of performance. The attendance of teachers, in thousands, at our summer schools and refresher courses is evidence of their zeal for further professional knowledge, but we must ask ourselves whether we measure up to the second obligation — of putting forth nothing less than our best effort — at all times.

And the third idea from this statement is the privilege of teachers, to have the

status of a profession — in the control of admission standards, and in the free choice of methods, and techniques. Teachers should have the right, under a public statute and with proper safeguards for the teachers themselves and for the public, to complete control of the standards of their own profession. Some provinces, including my own, have taken partial steps in this direction through the creation of Councils on Teacher Education with official representation from the teachers' professional organization. I hope that this movement will spread, and that many of you here today will see the teachers, along with the doctors, lawyers, nurses, engineers and others, given full and responsible control

of their own profession.

In closing, I would like to go back for a moment to the "vision" — to see again all our boys and girls with their infinite variety of talents and dreams — to see them housed in healthful, well equipped schools — to see their talents discovered early and given the proper stimulation and direction — to see them provided with the mental power, the skills and the self-reliance to enable them to carry on with their own self-development long after they have left school — and to see you, their teachers and mentors, given the professional knowledge and the freedom to do these things for them. It is a vision that pleases me — and one that makes me proud to be an educator. ★

A Thread of Consistency

Continued from page 387

Activities for the present program are supposedly based upon "sound scientific and educational principles." One of the aims of education today is to obtain a great deal of objective data and interpret it in the light of educational goals. Where insufficient objective or empirical evidence is available through sound research methods, interpretation of existing conditions is based primarily upon the experience, insight and understanding of educators. Undoubtedly this has been the practice, and rightly so, of curriculum designers for years. As Hein states

Not every aspect of education can be predicated on objective evidence. Experience must have its due and there is still a place for reason, logic and interpolation in human affairs. In developing our program of sports for children and youth, we should certainly utilize every bit of objective evidence that is available to us. But in the absence of such evidence and for problems that do not lend themselves to objective research, we must rely on reason and common sense.¹²

It appears then that in a comparison of aims or goals established thirty to fifty years ago and prevailing purposes of physical education there is only a slight

difference. In fact, if the difference was to be analyzed statistically, undoubtedly the variation would be insignificant. If this is actually the case, in what areas of physical education are the claims of change justified? Obviously there have been changes. These changes, however, lie in the practical area where increases have been made in facilities, time allotment, program content, organization and administration, teacher certification and public acceptance of the subject as a contributing factor in the student's development.

Basically, the expansion has only provided more opportunity for achieving those aims and objectives of physical education which were established shortly after the turn of this century.

Change of these goals in the near future is unlikely. Even in the space age, which we are entering, the purposes of school physical education are worthwhile because they take cognizance of the worth of the individual, attempt to provide for his individuality and establish for him perhaps an unattainable goal. This is truly a desirable end because as Browning has said,

... a man's reach should exceed his grasp,
Or what's a Heaven for? ★

12. Hein, F. V., "Educational Aspects of Athletics for Children," *Journal of Americal Medical Association* 168: 1434-1438, Nov. 1958, p. 1434.

on Your behalf

IN these last months of the year, committees of the Federation begin their work for the new school year, examine the instructions received from the Annual General Meeting and lay plans for the carrying out of these instructions. During April, May and June, the following committees have met, or will meet, some of them more than once: Acceleration and the Gifted Child, Agreements, Consultative, Curriculum Directors, Curriculum, Executive, Efficacy of Fall Conventions, Finance, Honorary Awards, In-service Education, Pensions, Public Relations, Scholarships, Television, and Workshop.

April 1

The President, R. B. Cox, and the Assistant General Secretary, Stan Evans, attended the opening sessions of the UNESCO Conference in Vancouver.

April 2

Mr. Evans attended further sessions of the UNESCO Conference.

April 4

Mr. Cox attended meetings of the Teachers' Associations in Agassiz and Haney.

April 6

The General Secretary, C. D. Ovans, was in Victoria to meet with the Executive of the Greater Victoria Teachers' Association and with the Membership Committee. W. V. Allester, Executive Assistant, also attended the meeting of the Membership Committee. Mr. Evans participated in a panel discussion on "What Makes a Good Teacher?" sponsored by North Delta Parent-Teacher Association.

April 7

Mr. Cox visited the Teachers' Association in Ocean Falls.

April 8

Mr. Ovans attended a meeting of the Teacher Recruitment Committee, a committee of the Department of Education.

April 9

Mr. Evans attended the Fraser Valley Education Conference at Langley.

April 11

An official delegation from the Federation met the Cabinet to present the Federation's brief on Education Finance. The delegation was made up of the President, the First Vice-President, W. Janzen, the Second Vice-President, K. M. Aitchison, Executive Assistant J. A. Spragge, and the Chairman of the Education Finance Committee, D. J. S. Smith.

In the evening, Mr. Cox attended a meeting of the B.C.T.F. - College of Education Liaison Committee in Vancouver.

April 14

Mr. Evans attended post-conference meeting of the B. C. Council on Education.

April 18

The Joint Board of the College of Education met in the Teachers' Building. H. N. Parrott, Past President and Chairman of the Teacher Education Committee, and Mr. Ovans attended this meeting.

April 25

Mr. Allester attended a meeting concerning the holding of a workshop on Community Health Resources for Secondary Teachers.

April 28

Mr. Aitchison met with officials of the College of Education to discuss the Maxwell A Cameron Prizes which are given by the Federation to graduating student-teachers.

Mr. Allester attended a second meeting concerned with the proposed Community

Health Resources workshop. He has been named to the planning committee.

April 29

Mr. Aitchison discussed with Dean Gage, of the University of B. C., the Federation's expanded program of scholarships.

April 30

Mr. Evans was in Ladysmith to attend the Mid-Island Education Conference.

May 2

Mr. Ovans was in Smithers to discuss a legal problem in that area.

May 4

There was a meeting of the Joint Board of the College of Education in Victoria. Mr. Ovans attended this meeting.

May 6

Mr. Evans and Mr. Allester attended the B.C. Adult Education Conference.

May 9

The President began a tour of the southern Interior with a visit to the Arrow Lakes Teachers' Association at Nakusp.

May 9, 10

Mr. Ovans was in Cranbrook concerning a Relations Commission case.

May 10

The Slocan Teachers' Association meeting in Slocan City was addressed by Mr. Cox. Mr. Janzen represented the Federation at the official opening of the new Imperial Oil Building in Vancouver.

May 11

Mr. Cox continued his tour in the Interior with a visit to the Nelson Teachers' Association. Mr. Parrott was in Vancouver to attend a meeting of the U.B.C. Senate. Mr. Ovans was in Victoria to attend a meeting of the Greater Victoria Teachers' Association Salary Committee.

May 12

Creston Teachers' Association had a visit from Mr. Cox, who addressed a public dinner meeting. Mr. Janzen represented the Federation at a dinner meeting of the B.C. Corrections Association.

May 13

Mr. Cox attended a meeting of the teachers' association in Kimberley in the afternoon. At Cranbrook, in the evening, he attended a public dinner meeting. Mr. Evans attended a meeting of the Executive

of the B.C. Weekly Newspapers Association in Abbotsford. Mr. Spragge was in Greenwood to address a meeting of teachers and trustees. Mr. Allester accompanied the Acceleration and Gifted Child Committee on a visit to classes in Vancouver schools where special programs are being conducted.

May 14

Fernie Teachers' Association held a public dinner meeting. Mr. Cox attended this meeting and addressed the gathering.

May 16, 17

Mr. Ovans attended the annual meeting of the B.C. Chamber of Commerce.

May 17

Mr. Spragge was in Williams Lake to address the Kiwanis Club at a luncheon and the Williams Lake Elementary School P.T.A. at an evening meeting. Mr. Ovans attended a meeting of the B.C.T.F.-College of Education Liaison Committee.

May 17, 18

Mr. Evans was in Toronto to attend meetings of the Executive and the annual meeting of the Canadian Conference on Education.

May 17, 18, 19

Mr. Cox was in Banff to attend the opening sessions of the C.E.A. Short Course and to take part in a symposium.

May 18

Mr. Aitchison addressed the Central Lower Mainland District Council on the Canadian College of Teachers.

May 19

Cowichan District Teachers' Association meeting was attended by Mr. Ovans.

May 20

Mr. Cox was in Invermere to address a meeting of the Windermere Teachers' Association.

May 26, 27, 28

The Western Conference of Teacher Educators met in Vancouver. Mr. Cox, Mr. Parrott and Mr. Ovans represented the Federation at the sessions.

May 31

Mr. Evans and L. J. Prior, of Burnaby, were in Victoria to attend a meeting of the Professional Education and Induction Committee.

Across the desk

Opposition to Mr. Sheridan

Editor,
The B. C. Teacher,
Dear Sir:

Gibsons, B. C.,
April 18, 1960.

The article by Mr. W. J. Sheridan seems to be merely a plea for laissez-faire, the theory that politics and economics are quite separate fields and that the state should concern itself only with the former. Why a treatise on such a subject should appear in a magazine about education I have no idea, especially as it is dealt with in a scholarly manner in Social Studies text-books.

However, the article I refer to is far from being scholarly. Mr. Sheridan does not explain his assumptions or define his terms. He begins his article by worrying about the advent of socialism because he says it threatens freedom. He does not define socialism or freedom. Nevertheless, the critical reader is justified in inferring from what follows that the type of freedom Mr. Sheridan is talking about is the freedom of businessmen, a minority of the population, to direct the country's economy without "interference" from the government. He speaks of the ignorance of most of the people but when we read to find out what they are ignorant of we find only some highly controversial theories that Mr. Sheridan believes in. Apparently then, an ignorant person is one who doesn't agree with Mr. Sheridan. Finally we arrive at the conclusion of the argument: "the purpose of government is to govern." This is no more than a truism unless one accepts the author's unstated assumption that economics is outside the sphere of government. The freedom which Mr. Sheridan believes in is apparently good because it can prevent socialism, and socialism is bad because it threatens this freedom. Other defense is not given and would indeed be hard to find. Empirical proof of the virtues of laissez-faire could not be presented as no capitalist country has tried it in the last

hundred years. Its earliest proponents based it upon "natural law," the ambiguities of which were so glaring that it was one of the causes that led to the success of what Mr. Sheridan calls "rank Marxism."

The author speaks of what Russian schools have done in developing a pride in their economic system. "This at least we should be able to match," he tells us. The indoctrination of youth in a set of prejudices may seem like a good way to Mr. Sheridan of securing the type of freedom he believes in, but I consider the suggestion that teachers should engage in such propaganda work highly insulting to the profession.

Yours truly,
A. H. CHILD.

Editor's Note: We are pleased to have Mr. Child's comments. We also received letters from two other Social Studies teachers who indicated they were not desirous of having their letters published. These teachers generally agreed with the comments made by Mr. Child. We are pleased that our little note of prodding brought forward some response.

In Disagreement

Editor,
The B. C. Teacher,
Dear Sir:

Cailliwack, B.C.
May 2, 1960.

I was instructed at the annual meeting of the Social Studies Section of the B.C.T.F., April 19, 1960, to forward to you the following resolution which was carried without a dissenting vote:

Be it resolved that the B.C. Social Studies Teachers' Association register its objection to the article by Mr. Sheridan in the March issue of *The B. C. Teacher* in which it was suggested that the teachers of the province should tutor students in the merits of the private enterprise economy and the menace of socialism or that teachers should indoctrinate students in any particular economic system.

Your postscript to Mr. Calmore's letter in the April issue made the meeting feel such a resolution was necessary to make it per-

fectly clear that Mr. Sheridan's suggestion was unacceptable to the Social Studies teachers of this province. Perhaps the reason you did not receive more letters of protest is that teachers in the province feel that *The B. C. Teacher* and your editorship have been highly satisfactory.

Yours truly,
D. STEINSON.
Secretary,
B.C. Social Studies T.A.

Thank You

Editor,
The B. C. Teacher,
Dear Sir:

At a recent meeting of the Heads of the Social Studies Departments of the Vancouver Secondary Schools, a discussion occurred regarding certain articles which had

Vancouver, B.C.
April 21, 1960.

recently been published in *The B.C. Teacher*. During the course of the discussion there was apparent a certain consensus of feeling regarding *The B.C. Teacher* which it was decided should be made known to you. A motion was accordingly passed, which reads as follows:

"We want to commend the Editor of *The B. C. Teacher* for the notable improvement which has occurred in the professional quality of the publication."

The Social Studies Heads realize that all too often criticism may be voiced of educational publications while favorable comment, no matter how much warranted, is seldom forthcoming. We know that this word of commendation will not be amiss.

Yours sincerely,
H. J. A. GOODMAN,
Secretary,
Social Studies Department Heads

From The Minister's Address

Continued from page 379

In concluding, I hope that I have not left the impression that I am completely satisfied with the present method of financing education. That your Government is not a slave to any rigid formula is evidenced by the amendments that have been made during our term of office, both to the operating and capital formulas. The subject is under intensive study at the moment and, if any independent assistance is required, it will

be engaged. However, we believe that educational finance cannot be completely divorced from the aims and objectives of education which are presently under study by a Royal Commission. For that reason, we are anxious to see whether greater centralization or de-centralization of education is recommended before any drastic changes are made in the method of financing. On receipt of that information, we hope to be in a position to make recommendations that will result in an improvement in our system of financing — a system which has generally been recognized as the best in Canada. ★

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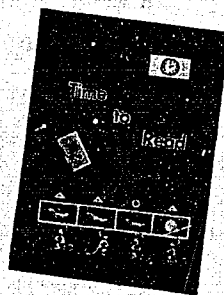
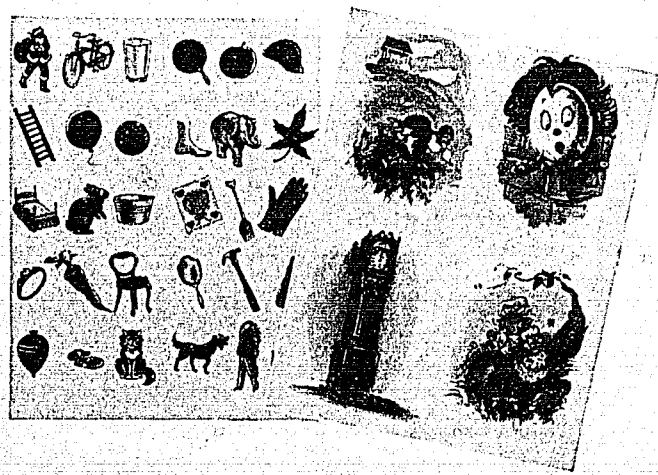
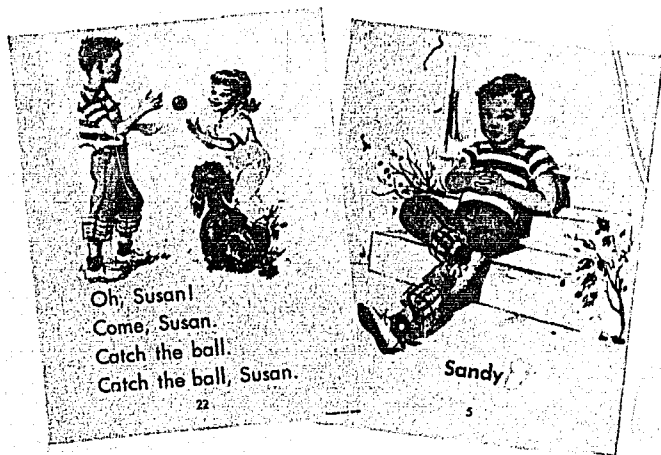
The College of Education is offering four assistantships worth \$1,000 each to experienced teachers with three years' credit toward B. Ed. degree (Elementary).

Applicants will be required to enroll in Fourth Year of Elementary Program for Winter Session 1960-61.

Applications should be addressed to the Dean of the College of Education, University of British Columbia, Vancouver 8.

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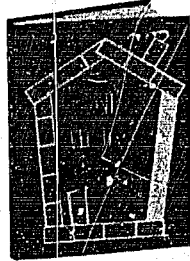
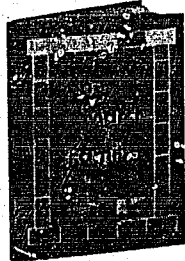
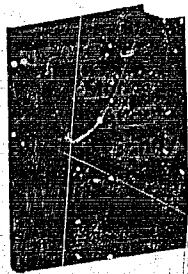


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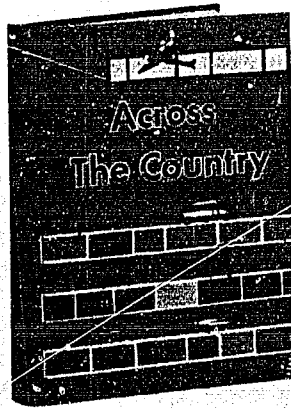
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MAY-JUNE, 1960

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Where Are They?

THE following is a list of teachers who have not contributed to the Teachers' Pensions Fund for a period of two years or more. If these teachers have definitely left the B.C. teaching profession, they are entitled to a refund of the amount of accumulated contributions lying to their credit in the Fund, and they should make application for a refund of same.

Any information regarding the present addresses of these teachers would be greatly appreciated, and all communications should be forwarded to the Commissioner of Teachers' Pensions, Parliament Buildings, Victoria, B.C.

Lang, Mrs. Louise E.	Morrison, Mrs. Helen Jane	Salting, Charles Philip
Langlands, Mrs. Charlotte Lorraine	Morrow, Mrs. Kathleen Blackwood	Sammons, Mrs. Ida Mae Vivian
Lanning, Walter Sydney W.	Murphy, Mrs. Carmen Blanche	Sawatsky, Walter
LaRocque, Mrs. Marjorie Estella	Murphy, Ronald David	Schmidt, Mrs. Thelma Catherine Anne
Latimer, Florence Esther	Murray, Patricia Annie	Schroeder, Mrs. Mary
Lawrie, Mrs. Isla Jean	Nanson, Vera Margaret	Schultz, Shirley Ann
Leaman, Laurretta Marie	Naylor, Mrs. Winnifred Anne	Schwartz, Mrs. Gwynneth Anne
Leaver, Nancy	Nelson, Mrs. Helen Edith	Seel, Mrs. Winifred Emma
Legg, Peter George	Nemeth, Mrs. Elizabeth	Sellens, Mrs. Olive Mary
Letkeman, Sarah	Neuber, Heinz William Earl	Sheppard, Mrs. Doreen Evelyn
Lewis, John Frederick	Neufeld, Mrs. Annie Elizabeth (Nancy)	Short, Mrs. Joyce Audrey
Lewis, Mrs. Rhoda Mac	Newbury, Mrs. Mary Elizabeth McLean	Siebert, Anna
Lidstone, John Francis	Nixon, Mrs. Hazel Jeannette	Siler, Dorothy Viola
Kindersley	North, John Herbert	Silverton, Mrs. Thomasina (Ina)
Lloyd, Wilfred Barrie	O'Connor, Esmer Anna	Smetana, Mrs. Elsie Edith
Lockhead, Mrs. Kathleen Mary	O'Reilly, Mrs. Marcella Rosemary	Smith, Mrs. Elizabeth Jean
Lodge, Mrs. Eugenie Jennie	Oakey, Colleen June	Smith, Graham Francis
Logan, Bruce Reid	Oates, Kathleen	Smith, Margaret Cunningham
Long, Mrs. Stella Merceia	Odell, Irene Preston	Smith, Mrs. Margaret McIntosh
Longman, Kathleen Ruth	Orr, Jean Eileen	Smith, Robin Nelson
Lorey, August Louis	Owens, Mrs. Madeline Barbara	Snowdon, Flora Leslie
Lowe, Mrs. Mavis Maude Evelyn	Palmer, Mrs. Audrey Olive	Soltis, Mrs. Theresa Gertrude
Lowe, Mrs. Nora Margaret Courtney	Parke, Albert Alexander LeFleming	Sommerville, Mrs. Jean Margaret
Loy, Mrs. Alice Dore Ho	Patrick, Mrs. Pearl Grace	Spring, Patricia Helen
Lundin, Esther Catherine	Pearson, Mrs. Valerie Joan	Sprout, Mrs. Eleanor Mae
Lunn, Mrs. Lillian	Pedersen, Ingrid Hee	Stene, Mrs. Elizabeth Jean Houston
Lybeck, Josephine Nellie	Pelletier, Mrs. Harriet Blanche	Stevenson, Helen Naomi
McAbee, Mrs. Janet Ruth	Penner, Philip George	Storcer, Violet Mary
McAllister, Jessie	Pickering, Jerry Milton	Strang, M. I. Ruth
McCartney, Mrs. Roberta Jane	Pousette, Mrs. Evelyn Charlotte	Stringfellow, Mrs. Kathleen Rose
McDonald, Mary Belle	Pratt, Mrs. Mildred Janet	Suelzle, Mrs. Gladys Victoria
McDowell, Mrs. Marion Elizabeth	Purdy, Mrs. Helen Kendall	Sutherland, Gilbert
McGowan, Mrs. Dorothy Regina	Rempel, Ruth Elizabeth	Sutherland, Mrs. Thelma Hilda
McKee, Mrs. Lenore Ruth	Rhone, Frank R.	Swanson, Mrs. Emma Winnifred
MacKenzie, Lorna Grace	Richards, Mrs. Bronia Pauline	Sweet, Mrs. Marjory Hazel
MacLaurin, Evelyn Margaret	Richardson, Mrs. Berna Florence	Tasker, Mrs. Lucy Moore
McNish, Mrs. Grace Mary	Riley, Mrs. Marie Emma Dorothy	Taylor, Mrs. Frances Jessie
Manley, Bryan Walker	Roaf, Kathleen Lily Matilda	Taylor, Stanley Keith
Mansfield, Mrs. Maybelle Irene	Robertson, Mrs. Edith Joyce	Tegart, Mrs. Patricia Selma
Manske, Lucy Margaret	Robinson, Mrs. Elizabeth Anne	Thompson, Annie Joyce Charlotte
Marriott, Barbara Ann	Roland, Mrs. Jessie Lavada	Thomson, Mrs. Elta
Marsh, Joan Dorothy	Ross, Alice Argo	Thomson, Mrs. Helene Katherine
Martin, Eleanor Marie	Ruddell, Josephine Wilhelmina Olaf	Tomlinson, Mrs. Alberta Marion
Mason, Judith Rosemary Elizabeth	Ruf, Mrs. Eva Marie	Travis, Charles Edward
Meikle, Diane Isobel	Rugg, Mrs. Margaret Nan	Tretiak, Olga
Mercier, Mrs. Helen Constance	Rumohr, Edward Earl	Tufts, Elva Leonora Georgena
Miller, Lois Kathleen	Russell, Mrs. Patricia Mary	Tyler, Thomas Frank
Mitchell, Mrs. Eileen	Ruherghen, Mrs. Eleanor	Unger, Mrs. Anne Marie
Moi, Georg		Valois, Mrs. Viola May
Montgomery, Donald Lowell		
Montpellier, Mrs. Shirley May		
Moore, Patricia		

Continued opposite

for Your information

Tahsis Salary Scale

WE have been notified that the salary scale in Tahsis, effective September 1, 1959, will continue for the school year 1960-61. The details of the scale follow:

EC	EB to 3rd year.
EB	3600 - 6000 8 x 300
EA	3900 - 6300 8 x 300
SC	4250 - 7400 9 x 350
SB	4550 - 7700 9 x 350
SA	4850 - 8000 9 x 350

Federation Summer Courses

ONE change has become necessary in the program of non-credit short courses being offered this summer by the Professional Growth through In-service Education Committee of the Federation. Instead of Primary Music, Art and Dramatics, we are offering Primary Arithmetic. Some details about the three courses follow:

1. Workshop on the Teaching of Arithmetic in the Primary Grades. June 27 to July 8 for five hours daily. Director: Mrs. Roberta Chivers, Richmond Primary Supervisor.

2. Workshop on the Teaching of Reading in the Elementary and Secondary Grades. June 27 to July 8 for five hours daily. Director: Mr. Gordon Phillips, Vancouver Intermediate Consultant.

3. Symposium on the Teaching of Social Studies in the Secondary Grades. July 11 to 22 for five hours daily. Director: Mr. James Hill-Tout, Social Studies Department Head at King Edward High School, Vancouver.

Registration for each course is limited

to thirty teachers. The deadline for registration in the first two courses is June 17; for the third it is June 24. The fee for each course is \$25. Register with the B. C. Teachers' Federation, 1815 West 7th Avenue, Vancouver 9, B. C.

Summer Hours

DURING the months of July and August, the Federation office hours will be as follows: Monday to Friday—9:00 a.m. to 4:00 p.m.; Saturdays—closed. Teachers planning to call in should note these times.

Vacancy List Service

THE Vacancy List Service is being continued this year. Teachers wishing to receive Vacancy Bulletins during the months of June, July and August, are invited to register for the bulletins. There is a fee of \$1.00.

Dispute in Edmonton

ANY teacher considering making an application to the Edmonton, Alberta, Public School Board is requested to get in touch with the Alberta Teachers' Association, 9929-103rd Street, Edmonton, before accepting a position in that school district.

Trenton, Ontario, Situation

THERE is a dispute in Trenton on a matter of tenure. Any teacher considering applying for a position in Trenton should get in touch with the Ontario Secondary School Teachers' Federation, 194 Bloor Street West, Toronto 5, before accepting a position there.

Vickers, Jacqueline Anne
Viel, Marion Ellen
Waddell, Mrs. Joyce Irene
Walters, Mrs. Anna Josephine
Wanderer, Mrs. Dorothy Jane
Wanke, Mrs. Lois
Ward, Mrs. Gretchen Theresa
Warwick, Mrs. Ivy
Wassick, Robert Henry
Webb, Iris Lily May

Webber, Mrs. Jean Patricia
Webster, Mrs. Florence Anna
Wells, John Owen
Welsh, Mrs. Joan Frances
White, Mrs. Dulcie Eleanor
Whittles, Mrs. Evangeline
Anna
Wickenden, Mary Julia
Wiens, Mrs. Frieda Tina
Wiggs, Alfred James

Williamson, Herbert Evans
Willis, Alma Mary
Wintonyk, Mrs. Evelyn
Gertrude
Wood, Mrs. Carol Marjorie
Young, Joseph Aurele
Young, Mrs. Katharine
Patricia
Young, Mrs. Margaret Frances
Youngman, Gordon Frederick

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new Books

ESTHER G. HARROP, Book Review Editor

FICTION

Trouble Guaranteed, by T. Morris Longstreth. Brett-Macmillan, Galt, 1960. \$2.75

A story that will interest boys who enjoy outdoor sports, with a touch of romance in it for girls. It has a background of difficulties at school and types of family life carefully worked into the theme. The locale is the mountainous part of New York State south of Montreal and near Lake Placid.

The author has introduced patterns of boy-life—desirable and undesirable—and has produced what could be designated as a good tale.—E.G.H.

Canal Boy, by Marion Greene. Macmillan Company of Canada, Toronto, 1959. \$2.75

This story is based on Ontario life in the early 19th century, and has for the scene of action the Rideau Lake and Canal district between Montreal and Ottawa. The principal character is Sean O'Dare, a hot-tempered lad, and the tale is one of action, excitement, friendship, hardship and suspense. Besides these points, it is a story of Canada by a Canadian writer.—E.G.H.

Drummer Boy for Montcalm, by Wilma Pitchford Hays. Macmillan Company of Canada, Toronto, 1959. Illus. \$2.75

History plus fiction furnished the material for this book which will be extremely interesting to students in Grade IX. It will be good background for the Canadian history course, besides being an exciting teen-age tale full of the descriptions of life and days of the siege of Quebec in 1759. A good library addition.—E.G.H.

The Fabulous Flying Bicycle, by Glen Dines. Brett-Macmillan, Galt, c1960. 163pp. \$2.75

This tale is a well written mixture of fun and phantasy, in which two likeable juniors—Jerry Barnes, Scientist, and his more normal athlete friend Vic—move rapidly in and out of hilarious crises as they help a Mysterious Ice Cream Man with his semi-invisible plastic, T36. Grades V to VIII should like it.—G.H.C.

LITERATURE

Lyric and Longer Poems. A. H. Humble, Editor. Macmillan Company of Canada, Toronto, 1959. \$1.25

Mr. Humble is an English specialist in Trinity College School in Port Hope, and he has prepared this book as the first of a series of four arranged for use in secondary schools. This volume, set out specifically for Grade IX classes, is divided into three groups of titles: (a) Lyrics and light verse; (b) Por-

traits; (c) Ballads and narrative poems. Besides three pages of explanatory literary terms, there are questions and notes based on each poem, and attached to some of the poetic notes there are suggestions of other poems to be used in comparison. This should be a very useful book for classes in English poetry.—E.G.H.

Poems to Remember. Edited by E. F. Kingston. J. M. Dent, Toronto, c1951. Revised 1959. \$2.50

The authors of the poems selected for *Poems to Remember* belong to the 17th, 18th, 19th and 20th centuries and their works have been chosen for pupils of Grades XI and XII. Information given in the Foreword—especially that contained in the middle paragraphs—will be very useful to thoughtful teachers.

The text is divided into three parts which will help teachers who may be required to plan work for a three-year cycle. This does not apply to British Columbia but it does give all teachers an opportunity for a wide choice.

Besides the large number of poems selected there are almost 100 pages of notes on the poems, and in the case of each poet-contributor brief biographical material accompanies the notes.

Very valuable information under the headings Nature of Poetry; Methods of Poetry; Kinds of Poetry; Terms used in Scansion; Stanza Forms is included. An unusual feature is the page devoted to critical appreciation of three different types of poems. Questions of a general nature which teachers will find useful are also included. A book to be recommended.—E.G.H.

Wuthering Heights, by Emily Bronte. Edited by Mary M. Threapleton, M.A., Thornhill, Ont. Clarke, Irwin, Toronto, 1959. \$1.50

The important feature of this publication is the group of valuable lesson helps for students interested in work on an English 19th century novel. The text is of course identical with that of the original, and the study of this novel is one suited to Grade XII classes. Only essential notes on the text are gathered, so that students are expected to do careful work by themselves.

"Plot and Character Questions" on page 289-290 will need a careful reading and study of the novel if these questions are to be treated thoughtfully. "General Questions" inserted on pages 291-292 are those demanding work by senior students; in fact they are such as might be expected on senior literature examinations. Most valuable is the material to be found in the section of the notes entitled "Critical Commentary," for here is information about the author; information about the structure, style, type, characterization and atmosphere of *Wuthering Heights*. Actually, for a careful analysis of this novel, the Critical Commentary must be given a searching scrutiny.—E.G.H.

Four Plays of Our Time. Edited by Herman Voaden. Macmillan Company of Canada, Toronto, 1960. \$1.85

This collection of plays is intended for Grade XII students, and in addition to the text, the publishers will provide extra supplementary notes without extra cost. These are for the teacher's use. Mr. Voaden has produced other books for dramatic work, but feels that such a book as *Four Plays of Our Time* has an advantage over one-play texts because it affords students opportunities for comparison. Background material that follows each play, and notes and questions based on the text, will be extremely useful to students when they are studying these plays as part of their English course.—E.G.H.

First Steps in Reading for Meaning, by George A. Carr. University of London Press, London, 1959. Books 1-4. (Canadian Agt. Clarke, Irwin, Toronto.) 40c each.

These booklets of 31 pages in large print are for Grade I. On each page there is both reading and pictorial material set out in sentence or question-and-answer form. A progressive arrangement is used so that as the pupils proceed from Book I to Book IV they find an increasing amount of reading exercise work. The *First Steps in Reading* are intended to accompany the *Reading for Meaning* series which Primary teachers find so useful.—E.G.H.

MISCELLANEOUS

Boys' Book of Outboard Boating, by Tom Parsons. Brett-Macmillan, Galt, 1959. \$2.50

A well-known U.S. author and editor has written a very practical and interesting book with considerable emphasis on safety factors. Topics treated in detail include types of boats and motors, handling and elementary navigation with chart reading, gear maintenance and personal responsibility and a special 6 pages on sport's vocabulary. Unfortunately, details of starting and stopping engines are omitted—perhaps because these vary with motor types—otherwise an excellent book which will be in keen demand in any high school library.—G.H.C.

The Canadian Teachers' Plan Book and Confidential Record Book, by A. Kuska. Thomas Nelson, Toronto. No price given.

This is a comprehensive "Day Book." It includes seating plan forms, timetable forms, well organized forms for daily and long-term lesson plans and a separate book for recording marks and results of standardized tests. It should be a useful kind of day book for teachers who have many students in different grades and different subjects.—N.R.S.

The Psychology of Personal Adjustment, by Dr. Fred McKinney. Third Edition. John Wiley & Sons, New York. \$6.50

This text on clinical psychology is a "must read" for counsellors at all levels and for Health and Personal Development teachers at the secondary school or university levels. The subtitle, "An introduction to Mental Hygiene," makes the book's

approach and treatment readable and comprehensible to both the student and the teacher. Dr. McKinney has made some very worthwhile changes in this third edition by adding more case histories from his own files of the Student Health Service at his university. His aim is to have the university student with a psychological problem gain some insight into a possible solution by treatment of such problems in group dynamics. Of particular value to the counsellors will be the sections dealing with study efficiency, improving learning, concentration, and memory by applying "mnemonics" (aids), the pro's and con's of such controversial topics as fraternities, economic values, and the characteristics of an adjustive society. Other topics, such as: the meaning of happiness, inferiority complexes, abnormal and adolescent problems, gifted children, and the formation of a satisfying philosophy of life are also well treated. Teachers will find this book very thought-provoking, challenging, and a practical help when asked by pupils how they may improve their learning.—N.A.McI.

Three Against the Wilderness, by Eric Collier. Dutton & Co., New York, 1959. Photos. \$5.50

A book which in temperament and spirit resembles an earlier publication dealing with the hinterland of British Columbia—*Grass Beyond the Mountains*. The locale of this story, which is really a biography, is the Chilcotin part of our province. The author, his wife, and their son live a really frontier life and in his account Mr. Collier has captured the spirit of that life. Information and woods' lore given is authentic. Therefore readers will discover just what losses Canada has suffered from the greed of the fur-trader. The tale is full of exciting adventure, and in the restoration of the beaver-dams it is really important as a conservation document.—E.G.H.

This Land of Ours, by Alice Harvey Hubbard. Brett-Macmillan, Galt, 1960. 295pp. Index. \$4.95

The title gives a reader the impression that the book *This Land of Ours* may deal exclusively with the United States. But a careful investigation shows this to be a false conception, for the author's purpose is that of picturing almost a world-wide litterbug, and conservation, campaign.

Recognition of the importance of clean-up campaigns, of beautifying the landscape, of the establishment of national and local park areas, sanctuaries and waterfowl habitat, plays a large part in the text. Mrs. Hubbard stresses the work done by various associations such as the A.C.W.W. (Association of Country Women of the World); F.A.O. (Food and Agricultural Organization); W.H.O. (World Health Organization) and shows their importance to humanity.

Chapter VIII describes and discusses carefully the question of soil conservation and the problem of erosion. Chapter IX shows a picture of "Organized Action." This picture concerns itself largely with the United States but introduces also Ceylon, the Canal Zone, British Honduras, France, Great Britain and India.

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411

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FOR RENT—July and August; furnished one-bedroom home; rec. room could sleep child; near transportation; 20 mins. by car to U.B.C. or city center; reasonable. R. G. Castle, 5363 Vine St., Vancouver 13; AM herst 6-6568.

FOR RENT—Summer months; attractive effortless 6-room furnished bungalow; automatic heat and hot water; \$35 a week; children, no pets. Mrs. M. Horsman, 2581 West 47th Ave., Vancouver 13; AM herst 6-6598.

FOR RENT—Summer months, available June 24; furnished, 5 rooms, one bedroom (twin beds); S.W. Marine Drive, close to U.B.C.; gardener and cleaner one day a week; adults only. T. W. Somerton, 6250 Blenheim St., Vancouver 13; AM herst 6-7876.

FOR RENT—July and August; furnished three-bedroom home; near U.B.C.; rent adjustment for care of pets. C. R. Prince, 3843 West 15th Ave., Vancouver 8; CA stle 4-4808.

FOR RENT—July and August; 2-bedroom home on large, treed lot; all conveniences including automatic washer; rent, including light and fuel, \$160. Write W. Diederickson, 1364 East Keith Rd., North Vancouver, or phone YU kon 7-8916.

SUBLET—Teacher will sublet furnished one-bedroom suite in new block July and August. Linens and dishes included. South Burnaby, close to Marine Drive. Adults only. Owner, No. 106, 6635 Sussex Avenue, S. Burnaby.

FOR RENT—September to Easter; two-bedroom cottage at Crescent Beach; oil range and fireplace; \$65. Phone HE mlock 3-8050 evenings.

FOR RENT—Five room upper duplex; completely furnished. Available June 26 for Summer Session. \$25 a week. Mrs. C. R. Wilson, 4576 West 6th Ave., Vancouver 8.

SUBLET—July and August; fully furnished suite and garage on bus route; adults only; very reasonable rent to reliable tenants. Miss L. H. Riffer, 201-228 East 15th St., North Vancouver; YU kon 7-6705.

SUBLET—July and August; bachelor suite; suitable one or two; close to U.B.C. gates. #204-4386 West 10th Ave., Vancouver 8; CA stle 4-8821.

FURNISHED home for rent, July and August. Write K. Spence, 1140 Maplewood Cres., North Vancouver.

TEACHER leaving for Europe wishes to rent 4-room home from June 27 to October 30; all found. Rent will be reduced for taking care of pets. Reasonable distance from Vancouver. Tech. H. R. Hayward, 4318 Windsor St., Vancouver 10; TR inly 6-3473.

ACCOMMODATION available for 5; summer session; room and board or room only; near U.B.C. bus loop; 4595 West 6th Ave., Vancouver 8; CA stle 4-4866.

BOARDING accommodation available in private home for two women teachers; share large room and bath; near transportation; \$17.50 a week. Mrs. V. Billingsley, 1317 Cypress St., Vancouver 8; RE gent 1-7126.

FOR RENT—Furnished; West Point Grey; 6 rooms; clear view bay and mountains; double plumbing; gas heat; convenient to Locarno Beach, University gates. Available June 24 to Sept. 2 for \$325 (plus light, gas and phone). Substantial rebate for leaving in good condition. H. W. Fowler, 4580 West 1st Ave., Vancouver 8.

Blind, and Tree Saving in Winnipeg. Perhaps the most ambitious project is the International Peace Garden between Manitoba and North Dakota. Here is an intensely interesting and practical book. Gardeners especially will enjoy it.—E.G.H.

SCIENCE

The Grasses, Earth's Green Wealth, by Alma Chestnut Moore. Macmillan Company, New York, 1960. 142pp. Index. \$5.00

This excellent volume appears to be a collection of essays on various important members of the grass family. Even to a layman the book is most interesting because it explains this vital field simply and clearly. The teacher of Science would naturally find it excellent for reference work in preparing lessons. Moreover, the Social Studies teacher would obtain vital material to supplement difficult sections of elementary and advanced world geography and Canadian economic development. Mrs. Moore has shown the ability to project the reader over the vast field of world history and to select eras which illustrate the importance of *The Grasses* in man's development. The sections on corn and bamboo were particularly stimulating. However, a concluding section might have tied the volume together into a unity. Nevertheless, this is a masterly work and one to be commended.—W.D.M.S.

How to Forecast the Weather. Louis D. Rubin, Box 8615, Richmond 26, Virginia. 3½ in. by 5½ in. 10pp. 1956. Price 10c.

The booklet's topic is more clearly defined in the title to the introduction: Clouds foretell the weather and the winds bring it.

The main subject matter consists of 16 color photographs of sky conditions. Five of the pictures show "Sunrise and Sunset Skies"—three which forecast good weather and two which forecast windy weather. The other eleven pictures show "Day Skies"—they include fair weather, weather change, and rain warning skies.

In the introductory footnote, the author cautions that "In the Pacific Rocky Mountain section . . . local winds may change weather conditions somewhat from predictions outlined . . . a short comparison will enable you to make the necessary adjustments."

The booklet also has sections on forecasting weather by wind direction and there is a word or two about lightning.—B.C.

Modern Science Dictionary. Compiled by A. Hechtlinger. Franklin Publishing Co., Palisade, N. J., 1959. (Canadian Agt. McClelland and Stewart, Toronto 16.) 784 pp. \$11.00

This dictionary lists and explains terms taken from Astronomy, Biology, Chemistry, Geology, Meteorology and Physics. Teachers, professors and students will find here information essential to their work, study or hobby. In addition to explanatory material, there are sentence or brief biographies of important scientists which are very convenient for inclusion in essays or talks. Although somewhat high-priced, this clearly-printed book will be an extremely useful addition to a home or school library.—E.G.H.

SOCIAL STUDIES

There's No Place Like Home, by Max Braithwaite & Richard S. Lambert. The Book Society of Canada, 4386 Sheppard Avenue, Agincourt, Ontario, 1959. 235 pp. Illus. Index. \$2.40

This book, written for Grade III, is intended as an accompaniment for the Social Studies program of this grade. Its style is similar to that of a story with its characters a group of children and people living in a community named Sunset Heights in the town of Darby (Imaginary).

Chapter I describes the building of a home, the work done in the home. Chapter II talks about some other types of homes—those of the Eskimo, the North American Indian, the Japanese. Chapter III describes the various services carried on in a community upon which that community depends.

Chapter IV, entitled "Family Life in Other Lands," describes home life in Holland, Egypt, the tropical jungle, Lapland and Norway.

At the end of the book is a sort of recapitulation of all material discussed and described. This material can be used in general review work. A detailed list of films and filmstrips is appended, and lastly a very useful index. Grade III teachers will find it an extremely helpful text.—E.G.H.

A Canadian Nation, by Lorne Pierce. Ryerson, Toronto, 1960. No index. 42 pp. \$2.00

The retiring editor of the Ryerson Press has made a brilliant contribution to Canadian nationalism in this all-too-brief little book. He cleverly portrays the development of the Canadian Nation through its culture, religions, and the rapidly emerging artistic skills. The reader is certainly impressed by the lucidity that Dr. Pierce had displayed in analysing the various divergent facets of our nation. One senses the benign spirit of an old thinker who looks at Canada and smiles, at times, wistfully.—W.D.M.S.

The Face of Canada, by C. L. Benet, Marjorie Wilkins Campbell, Gregory Clark, Gerard Filion, Roderick Haig-Brown. Clarke, Irwin, Toronto, 1959. \$5.00

This book is designed to help people know Canada better. Five distinctive geographical areas are described by local distinguished writers. Their love, appreciation and wide knowledge of the areas they describe are very apparent to the reader. A judicious blend of geography, history, current development, nostalgia and criticism of present trends makes the book fascinating reading. The pages are well provided with 40 half-tone illustrations. Here is suitable reading for senior high school students.—W.M.

The Story of Canada, by Donald Creighton. Macmillan Company of Canada, Toronto, 1959. \$3.50

This distinguished Canadian historian has compressed into 276 pages a vivid story of Canada's development up to 1958. The broad trends of our history are portrayed in vivid phrases. The book will be invaluable for senior students and teachers who wish to grasp the broad generalities and examine the main lines of the development of Canada's story. It provides a valuable antidote to the

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usual slow-moving "text-book" version of Canadian history.—W.M.

Canada Year Book 1959. Dominion Bureau of Statistics, The Queen's Printer, Ottawa, 1959. 1259 pp. Maps, tables, charts. \$5.00

This reference book is of great value to Canadians either individually or collectively. Its material dealing with interesting and factual topics is such that students of political economy or geography, or persons interested in important features of the nation's life, can use its information to their advantage.

Many features that are not only interesting but definitely useful include some new in nature, such as those dealing with geophysics and astronomy, the St. Lawrence Seaway Project, research, the history of Canadian journalism. Along with the article on journalism there is a lengthy treatment of Communication services. The concluding chapter lists in Part I by a convenient method the sources of official information and in Part II the publication of special material gathered into former editions of the Year-book. Adequate praise for the worth of the publication cannot be given in a brief review.—E.G.H.

What Does a Policeman Do? by Johanna Johnston and Martin Harris. Dodd, Mead, Toronto. \$2.75

This book would be excellent reference material for a unit on "Helpers" for the primary grades. The text is difficult reading for Grade III, but would interest bright pupils. The factual content would provide good background for the teacher and the photographs of every phase of police work would be useful in the classroom. The New York Police Department is pictured and described, but the information would be applicable to the police of most Canadian cities. Interesting reading for the intermediate grades also.—M.B.M.

Fun Around the World, by Frances W. Keene. Seahorse Press, Pelham, N.Y., 1959. (Canadian Agt. McClelland & Stewart, Toronto.) \$1.00

Here is a very interesting source book for teachers of Social Studies. It deals with brief stories about the boys and girls of the countries in the United Nations with emphasis on how they live and play. It contains many interesting suggestions for project activities especially in hand work. The book is very suitable for the intermediate grades.—D.M.

The Modern Era, by J. C. Ricker, J. T. Saywell, and E. E. Rose. Clarke Irwin, Toronto, 1960. 380pp. Index. \$2.95

The reviewer has used this excellent book in classroom work and found it the best to come under his examination. The volume, limpidly written, explains very complex problems simply and directly. On page 100 the sequence of the beginning of World War I is brilliantly explained. Here is a remarkable book which can be read by adults with great interest and profit and one may question whether any reader will pick up and read many textbooks for sheer enjoyment. This is a notable book in that minute category. An accompanying Teachers' Manual will appear shortly which will contain detailed lesson plans for a whole year's work. *The Modern Era* in addition has been help-

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ful whilst doing general reading for a regimental history when the author wished to develop proportion in his book under preparation.

The Modern Era handles the troublesome field of current events very well and will be of tremendous value in Social Studies (Geography and History). For these and other reasons this is a real jewel in the coronet of excellent high school textbooks.

—W.D.M.S.

The Story of Australia, by P. R. Smith and B. Biro. Ernest Benn, London. (Canadian Agt. McClelland & Stewart, Toronto.) \$3.00

For school librarians and teachers of the higher elementary and junior high grades this book should be a useful acquisition. It deals with the history and development of Australia from its earliest discovery to the present day. It is an interesting story and children who enjoy stories of exploration and hardship will be especially impressed by the tales of the hardy explorers who tamed the Australian continent. There are many colored illustrations throughout which add interest and information to the text. The style is direct and simple. Finally, it is a good story and should help many young readers discover that truth can be more exciting than fiction.—N.R.S.

Man Makes His World, by Patrick Lynch. Edward Arnold, London. (Canadian Agt. Macmillan Company of Canada) \$2.50

Man Makes His World contains a survey of the world's history and emphasizes the contributions of past civilizations to our way of life. There are many good sketches throughout the book and the vocabulary is well suited to the elementary school level. Difficult and important terms in the text are printed in capital letters and included in a useful glossary and index. The end papers of the book contain a time chart on which are shown the important events, discoveries, ideas and people in world history.

This book, printed in Great Britain and designed for use in British elementary schools, should make a worthwhile addition to the shelves of elementary school libraries in B.C.—N.R.S.

The Crossing of Antarctica: the Commonwealth Trans-Arctic Expedition 1955-1958, by Sir Vivian Fuchs and Sir Edmund Hillary. Edited for schools by Andrew Scotland. British Book Service (Canada), Toronto, 1960. (In U.K. by Cassell.) 138pp., \$1.55 (Approx.)

Mr. Scotland's abbreviation of the story of the IGY South Pole journey gives a clearer and more rapid narrative well within the interest and abilities of Grades VII-VIII. Adults who read the original book (338pp.) will perhaps miss its splendid colored pictures, some maps and helps in glossary and appendices and index, half its chapters and some details of the remainder. However, this edition includes fine black and white pictures, some new expository maps, and sufficient of the original style as to be a valid and vivid sharing with real men in great difficulties. Strongly bound.—G.H.C.

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about People

Executive Members

ROBERT W. GARVIN is one of the representatives from Vancouver Secondary School Teachers' Association on the Executive. He is a native British Columbian, born in Vancouver, and took all his education and trade training there. After graduation from high school, he served his apprenticeship as an Auto Body Builder and then took teacher training in the Department of Education classes for shop teachers. He earned his Manual Training Teachers' Certificate, and later a High School Technical Teachers' "A" Certificate.



R. W. Garvin

Mr. Garvin taught Manual Arts and Manual Training from 1932 until 1939, at which time he began teaching Industrial Arts in the secondary schools of Vancouver.

Mr. Garvin joined the Federation when he began to teach. He has been active in the B.C. Shop Teachers' Association, being now a past president of that association, and represented it on the Executive some time ago. He has served on the Curriculum, Pensions and Federal Aid to Education Committees. He has represented V.S.S.T.A. on the Executive since the spring of 1958.

Mr. Garvin is married, and the father of three children.

THE second V.S.S.T.A. representative now on the Executive is Robert W. Dowding. He, too, is Vancouver born and educated. After attending Kitsilano High



R. W. Dowding

School, Mr. Dowding attended the University of British Columbia and graduated in Mathematics and Physics. He will complete an M.Ed. degree this year. Mr. Dowding is head of the Mathematics Department at Lord Byng High School.

Mr. Dowding has been active in his local association, having served as vice-president and president from 1957 to 1959. He took a leading part in organizing the association's Working Conditions Committee.



N. L. Ornes

NORMAN L. ORNES represents Vancouver Elementary School Teachers' Association on the Executive. After attending school in Vancouver, Mr. Ornes attended U.B.C., from which institution he earned a B.A. degree, before going on to take post-graduate work in History, a Teacher Training diploma, a B.Ed. and an M.Ed.

Mr. Ornes is vice-principal of Sir Alexander Mackenzie Elementary School.

In his association, Mr. Ornes has been very active. He has served on five of its committees, and has been vice-president of the association.

Outside school time, Mr. Ornes is interested in coaching soccer, softball, baseball and football teams and is also a golfer.

W. G. Tippet, of Nanaimo Senior High School, Director of the Nanaimo Night School program, has been elected to the Executive of the B.C. Adult Education Council.

The officers of the recently organized U.B.C. chapter of Phi Delta Kappa are: President—**R. K. MacKenzie**, Director, Mental Health Training, Vancouver School Board; Vice-President—**C. D. Ovans**, General Secretary, B. C. T. F.; Secretary—**John F. Ellis**, College of Education; Treasurer—**Eric D. MacPherson**, College of Education; Faculty Sponsor—**Dr. Harry L. Stein**, Supervisor of Graduate Studies, College of Education.

Paul N. Whitley, principal of John Oliver Secondary School, Vancouver, has been elected to the Board of Directors of the Vancouver Rotary Club for a two-year term. **J. S. Michell**, supervising principal of Salmon Arm elementary schools, is the president of the Salmon Arm Rotary Club, and **R. M. Lendrum**, principal of Cowichan Junior-Senior High School, is president of the Rotary Club of Duncan.

A number of British Columbia teachers will be working in schools operated by the Department of National Defence overseas for the next two years. **W. A. Wilander**, of Vancouver, will be principal of a school in Gros Tenquin, France. **Miss M. Large**, **Miss N. Mercer**, **Miss M. Varga** and **T. Meikle**, all of Vancouver, will also be in Europe, as will two Victoria teachers, **K. W. Brown** and **H. A. Pluym**, and **W. T. Halcrow**, Penticton.

Clifton G. Brown, formerly Inspector of Schools in Burnaby, has been appointed Chairman of a Committee to study the educational system of the Yukon.



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The advertisement features a central illustration of various Sargent art supplies, including a box of crayons, a box of poster colors, a box of modeling clays, a box of chalks, a box of powder paints, and a box of pastels. A large, stylized 'S' logo is prominently displayed in the center of the illustration. The background is dark, and the text is white, creating a high-contrast, professional look.

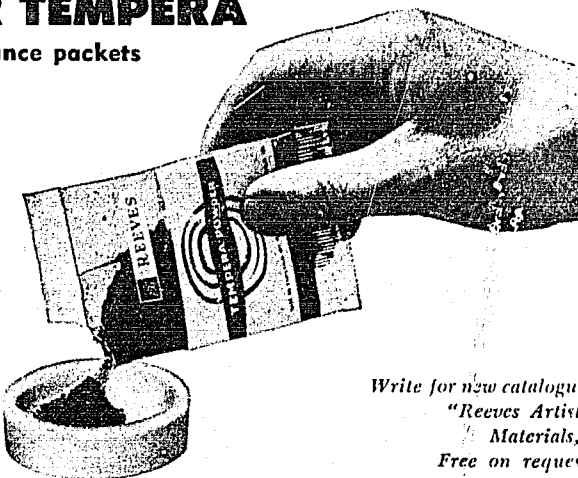
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Now available in new handy 1 ounce packets

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	Quantity required
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4. Banking Forms for Schools. To obtain a selection of banking forms for classroom use, check here for a Requisition Form giving complete list of forms available.....

THE CANADIAN BANK OF COMMERCE

MP-260

it's News to us—

Teachers Treat Students

SURREY Teachers' Association played host to more than 380 senior students and drama club members of Surrey High School when the White Rock Little Theater presented the play "Teahouse of the August Moon" in mid-March.

The idea of presenting a night of free entertainment originated a year ago when the Teachers' Association sponsored a concert, open to the public, by the Kitsilano Boys' Band. It was in an attempt to stimulate interest in the theater arts among the students that the Association decided to present the White Rock Players this year. The White Rock Players' Club agreed to present their play at reduced rates for students only, and the Association bought all the seats for two nights. Tickets were then distributed to the students.

Community Health Resources for Secondary Teachers

A NUMBER of official and voluntary health agencies are co-operating to offer a one-day workshop for secondary teachers of Health on Monday, July 11, at the University of British Columbia. Each of the health agencies has been asked to prepare a brief printed statement and a display to illustrate the assistance which can be given to secondary teachers. In discussion groups, teachers of Health will discuss, with representatives of the community health agencies, the ways in which health resources can be used and improved.

For further information, teachers interested should write to Mr. B. E. Curtis, Director of Short Courses, University Extension, University of British Columbia, Vancouver 8, B. C.

The Journal of Education

THIS annual magazine is published by the Faculty and College of Education of the University of British Columbia. The 1960 edition has as its theme "Secondary Education" and contains articles of interest to teachers in many fields.

Copies may be obtained from the University of British Columbia Bookstore, Vancouver 8, at a cost of \$1.00.

Workshop for Secondary School Principals

THE Department of Education of the University of Chicago has announced a workshop for the period June 27-July 15, which will focus on The Principalship in an Era of Change in Secondary Education. Workshop activities will include lectures, small group and individual conferences, and independent studies to facilitate analysis of the principal's job.

Participants will register for "Education 429—Workshop for Secondary School Principals" and may be for credit or non-credit as the participant may elect.

Application forms and further information may be obtained from Mr. Conrad Briner, Department of Education, 5835 Kimbark Avenue, Chicago 37, Ill.

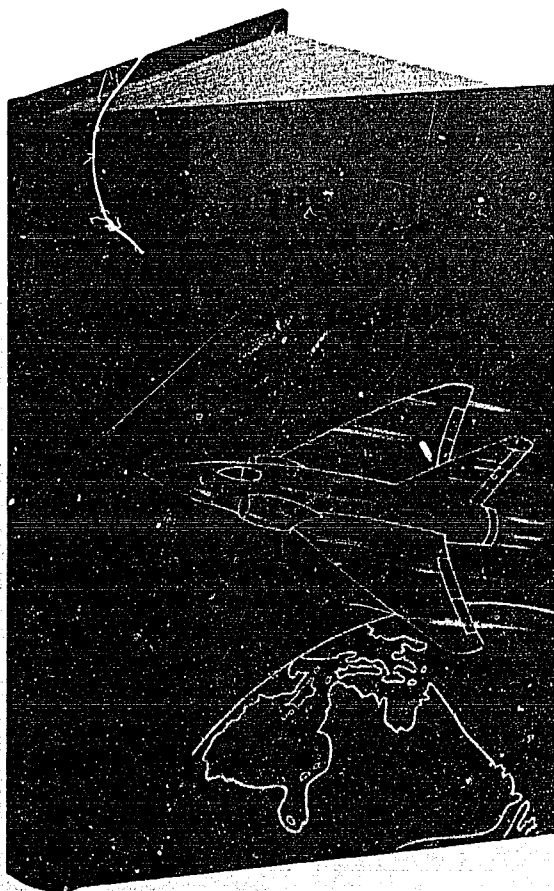
Thorleif Larsen Scholarship

A SCHOLARSHIP in English is being established at the University of B.C. in honor of the late Professor Thorleif Larsen. Any who wish to contribute may send cheques to the Accountant's office at the University made out to the University of British Columbia—Thorleif Larsen Scholarship Fund.

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- * Emphasis on terms chiefly Canadian: e.g. bogan, mukluk, draegerman, goldeye, grilse.
- * Clear distinctions in classifying words, as colloquial, slang, archaic, poetic, etc.
- * Modern scientific terms: e.g. isotope, enzyme, erg, farad, hydrolysis, infra red.
- * A wide range of technical terms found in music, mathematics, biology, prosody, physics, astronomy, medicine, etc.
- * Terms becoming more widely used: geriatrics, jalousie, akela, blip, endocrine.
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MAY-JUNE, 1960

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The chairman of the committee outlines

The New Scholarship Program

K. M. AITCHISON

THE 1960 Annual General Meeting approved the recommendation of the Scholarship Committee that the B.C.T.F. expand its program of scholarships. As a result, the Federation will be offering, commencing in the fall of 1960, a total of \$10,800 a year in scholarships.

Twenty-three hundred dollars will be awarded annually to students in training at the College of Education, \$6,000 will go to practising teachers taking a year off to further their studies, and \$2,500 will assist active teachers to further their studies at Summer School.

The student-teacher scholarships will be tenable only at U.B.C. (at Vancouver or Victoria), and will be distributed as follows:

2 at \$250 for students going into the second year of the Education course,

2 at \$250 for students going into the third year of the Education course,

2 at \$250 for students going into the fourth year of the Education course,

2 at \$250 for students going into the fifth year of the Education course,

2 at \$50 — the Maxwell A. Cameron Prizes — to the students, one on the Elementary Program, and one on the Secondary Program, who have the highest general proficiency in their final year of Education, and

1 at \$200 — the Charlesworth Memorial Award — good for any faculty, and awarded to the son or daughter of a teacher.

The regular application forms for U.B.C. undergraduate scholarships will continue to be used, and these may be obtained from Dean Walter H. Gage at U.B.C.

The scholarships specifically designed for B.C.T.F. members cover both undergraduate and post-graduate work, and are available for either winter sessions or summer sessions. All undergraduate scholarships will be tenable only at U.B.C. (at Vancouver or Victoria). All post-graduate scholarships will be tenable at any recognized college or university.

Undergraduate scholarships for teachers will be available as follows:

Winter Session (beginning in 1960):

1 at \$1500 for work towards the B.Ed. degree (secondary program)

1 at \$1500 for work towards the B.Ed. degree (elementary program)

Summer Session (beginning in 1961):

4 at \$250 for work towards the B. Ed. degree (secondary program)

4 at \$250 for work towards the B. Ed. degree (elementary program)

Post-graduate scholarships for teachers will be available as follows:

Winter Session (beginning in 1960):

2 at \$1500

Summer Session (beginning in 1961):

2 at \$250

Special application forms are now being prepared for the B.C.T.F. scholarships for teachers. These will be available from Dean Gage at U.B.C. and all completed application forms should be mailed directly to him. The recipients for all scholarships will be selected by U.B.C., subject to the approval of the B.C.T.F. Executive.

There may be some eyebrows raised at the thought of U.B.C.'s selecting people for scholarships to other institutions, but this procedure is present practice with many other scholarships. The B.C.T.F. post-graduate scholarships will merely be an addition to the list of awards which are tenable at any institution of an applicant's choice.

The Scholarship Committee and the B.C.T.F. Executive both felt that the scholarships should be truly scholarships, not merely bursaries. A recommendation was therefore submitted to, and approved by, the A.G.M., which read as follows:

"That individual scholarships be not awarded unless an applicant's academic achievement is first class."

The term "first class" means the equivalent of a U.B.C. first class. The recommendation would require "high standing" (at least a U.B.C. second class average or its equivalent) in an applicant's previous work, with first class standing in the area or areas in which he wishes to major or to take post-graduate work. A person wanting to take his Master's degree in English, for example, could have second class standing in his Bachelor's degree, but must have first class marks in his English courses.

In addition to the first class requirement,

certain other conditions must be met by teachers applying for the B.C.T.F. scholarships:

1. Applicants for all post-graduate scholarships must have had at least five years of successful teaching experience in British Columbia.

2. Applicants for all undergraduate scholarships must hold a permanent B. C. teaching certificate.

3. Teachers applying for any of the B.C.T.F. scholarships must give assurance that they intend to return to educational service in B.C. after they have completed their university work.

The Executive will soon be naming the scholarships after people who have rendered particularly valuable service to education in B. C. and/or to the Federation. It is hoped that the naming of the awards will help to enhance the B.C.T.F. tradition, which, although intangible, is a precious thing to us all.

Over a period of years the scholarships should also enhance the prestige of teaching in this province, for they will help to raise the general level of qualifications of the profession. As more and more individuals reach degree status or become "over qualified," teaching will move ever closer to its rightful position as the paramount profession. ★

The "Interval System"

Continued from page 395

- One lap run, still off toes; increasing speed and demand on heart and breathing. Try to relax in action.
- One lap jog recovery as before.
- Last run lap at sprint speed and style — pushing the body.
- One lap recovery jog as before. Emphasize exhalation, relaxation of neck and shoulders; loose leg action.
- One lap *walk* recovery. Continuing forced exhalation and neck relaxation. Perform various arm movements to loosen shoulder muscles and further assist venous return of the blood by the massage effect of easily moving muscles.

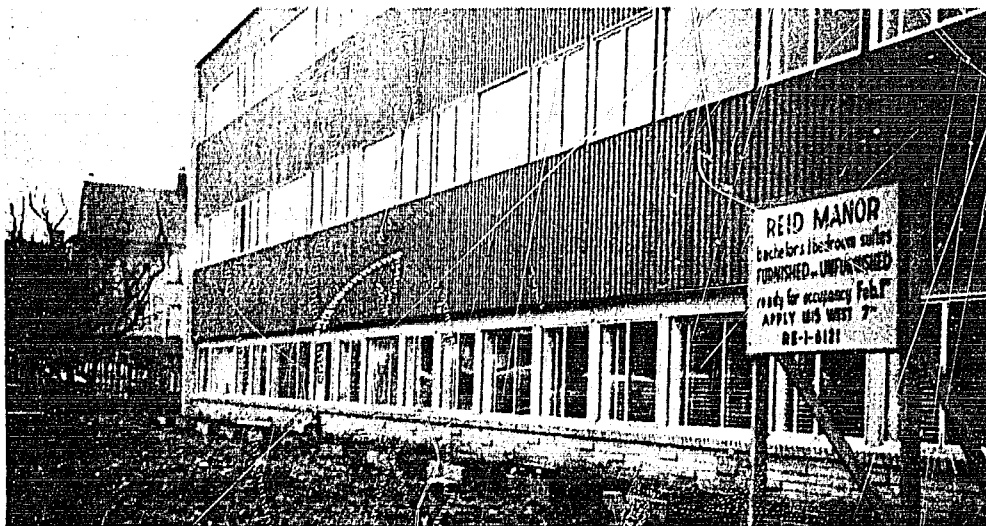
NB: On no account stop, sit or lie

down to recover, as this eliminates the supplementary muscle-massage effect on the cardio-vascular system and is too great a contrast from the previous increasing work-load.

Keep off the toes until the last sprint lap to avoid over-tightness of calves and to achieve maximum relaxation of legs.

(Lap here means one circuit of the gymnasium, field or track; or a distance selected by coach or athlete.)

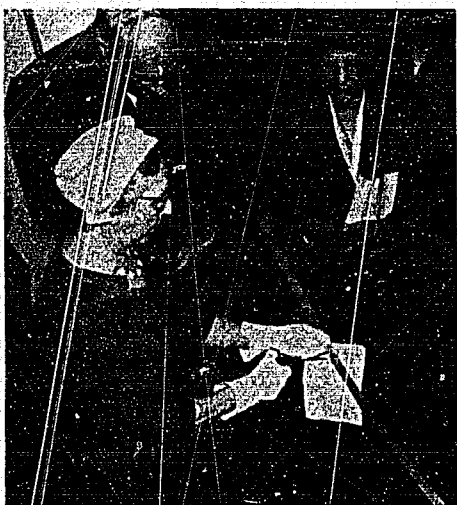
To increase the effectiveness and the work-load of this session, subsequent training periods would require the "Run Laps" to be performed at progressively faster speeds, but the "Jog Laps" remain constantly relaxed. ★



Reid Manor faces south on Seventh Avenue. Since this picture was taken the grounds have been attractively landscaped.

A New Housing Project

REID Manor is the name that has been given to the apartment block at 1875 West 7th Avenue, Vancouver, which has been built by the B.C.T.F. Co-operative



Mrs. Smith cuts the ribbon at the opening ceremony.

Association for the Retired Teachers' Association.

Construction began in early May, 1959, and the official opening, on February 27, 1960, marked the culmination of years of discussion of and negotiation for the erection of an apartment block which would provide comfortable housing at reasonable rentals for retired teachers. At the moment, however, the building is occupied by both retired teachers and general public.

The building contains fourteen one-bedroom apartments, one of which is a penthouse, and eighteen bachelor suites. It is being operated by the Co-operative Association as a rental project and is expected to maintain itself, even though rental of the apartments occupied by retired teachers is subsidized.

The opening of the building by Mrs. R. R. Smith was a proud moment for the officers and members of the Retired Teachers' Association, and many of them were present for the ceremony. ★

tation will be

Vancouver Elementary	2
Vancouver Secondary	2
Okanagan	1½
North Shore	1½
Western Fraser Valley	1½
Greater Victoria	1½
Central Lower Mainland	1½
Burnaby	1½
Vancouver Island South	1½
Fraser Valley East	1½
Northern Vancouver Island	1
West Kootenay	1
North Central	1
Central Mainland	1
East Kootenay	1
Northern B. C.	1
Peace River	1
Vancouver Administrators	1

24

Those districts with 1½ places would elect one and two representatives in alternate years.

The basis of representation will be reviewed every five years in the light of this formula:

(a) A district to be allocated two places when it includes 8% or more of the total teaching body.

(b) A district to be allocated 1½ places when it includes at least 6% but less than 8% of the total teaching body.

(c) That districts including less than 6% of the total teaching body be allowed one member each.

The Pensions Committee reported that the Actuary's report on a new pensions plan has not yet been received. The committee pointed out that, in increasing numbers, teachers are dividing their service time among two or more provinces and, in many cases, a fairly lengthy total service period does not include a sufficient period in the province from whose service a teacher retires to qualify for pension benefits. This problem has recently been considered at a national meeting of pension administrators. The recommendation of the committee—that, without limiting itself to a detailed plan, the Federation approve in principle the provision of portable pensions through the device of limited vesting—was approved.

Elected to Table Office positions were the following: Mr. Wes Janzen, President; Mr. K. M. Aitchison, First Vice-President; Mr. H. M. Palsson, Second Vice-President; and Mr. J. W. Stewart, Secretary-Treasurer.

Two honorary life memberships were granted. One was to Mr. Fraser MacDonald of Trail and the other to Mr. Daniel P. O'Connell of Penticton.

The B.C.T.F. delegates to the Canadian Teachers' Federation were instructed to reopen the matter of exchange visits with Russian teachers and the budget for 1960-61 is to provide the sum of \$2,500 for the purpose of financing this project.

The delegates approved the recommendations of the Membership Committee as follows:

(1) That, as a matter of principle, the Federation should be prepared to categorize its membership in terms of their basic qualifications.

(2) That, as a matter of principle, the Federation should be prepared to determine and state the basic competence of its membership.

(3) That, as a matter of principle, the Federation should be prepared to deal with incompetency or inefficiency in any of its members.

(4) That, as a matter of policy, these principles should be reflected in salary policy.

The Membership Committee was instructed to draft and present a plan of membership which will incorporate these principles. If the plan is acceptable, then the committee is to plan for its implection.

The Curriculum Committee is to consider the advisability of circulating briefs, for and against curriculum resolutions, to the local associations at the time the Curriculum Committee minutes are distributed.

Two resolutions dealt with facilities and special materials for slow learners and for pupils of average ability requiring remedial training. The Department of Education will be urged to set up facilities for special programs of instruction for these students and to arrange that they receive separate treatment. The Federation will also recommend to the Department that funds be made available for the purchase

of special materials necessary for the instruction of such students.

The Federation will attempt to have removed the discrimination against superannuated teachers who are substituting in the public schools of B.C., as compared to the treatment of superannuated teachers who are working in schools other than Government schools.

The Federation will ask the B.C. School Trustees' Association for their co-operation in urging the Department of Education to amend the Schools Act to provide for permissive sabbatical leave with pay, and also in urging the Department to pay grants to school boards for this purpose.

The Federation, through the Agreements Committee, will attempt to have removed from teacher-board agreements clauses which give the board sole authority to determine payment above scale or to have these changed to require joint board-teacher approval if such payments are contemplated.

The Federation will urge the Department of Education to support the plans of the College of Education for expansion of its present facilities for the selection and training of teachers of slow learners and remedial specialists.

The Philosophy of Education Committee recommended reiteration of support for this general policy of the Federation:

"Professionally trained teachers, giving instruction in fields for which their training fits them, through the medium of programs of study which they have helped to prepare, are capable of self-direction.

"The policy of the Federation is, in general, against centralized direction and control and opposed to the idea that teachers as professional persons need close supervision."

This was approved.

Other recommendations dealing with resolutions from the 1959 Annual General Meeting were also approved. Two of these opposed the establishment of a Division of Physical Education in the Department of Education. A third concerned the duties and responsibilities of provincial co-ordinators, if appointed. The committee recom-

mended opposition to this resolution.

Provincial Specialist Associations will be invited to consider problems of supplies, equipment and consultation and to report their opinions to the Philosophy of Education Committee by November, 1960. The committee will make specific recommendations to the 1961 A.G.M. after considering these reports.

The Annual General Meeting went on record as opposing the appointment of provincial directors, supervisors or any other Department of Education officials in specific subject fields. Notwithstanding isolated resolutions which may appear to be contrary, the policy of the Federation is, in general, against centralized direction and control, and opposed to the idea that teachers as professional persons need close supervision. It supports the ideas of self-help, professional training for all teachers, and provincial consultants in school districts too small to support their own consultants.

The Teacher Education and Certification Committee and the Workload Committee will study plans for using appropriate personnel to fill non-professional roles within schools. The Workload Committee will also investigate the forms filled in by teachers and principals with a view to determining if there are any forms which could be modified or eliminated without loss of efficiency.

On the matter of sick leave, the Department will be asked to incorporate in the grant structure provision for extension of cumulative sick leave. Two related resolutions were also carried: that such increased cumulative sick leave be at least partially retroactive, with the amount of allowable retroactive sick leave to be worked out jointly by the Department of Education, the B.C. School Trustees' Association and the Federation, and that accumulated sick leave be made transferable from one district to another.

The Scholarship Committee's recommendations for a large scholarship plan were approved with a slight amendment. Full details of the plan are described on page 422 of this issue of *The B. C. Teacher*.

Fees for the year 1960-61 will remain at \$35. ★

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